DOCUMENT RESUME

ED 082 644 HE 004 670

AUTHOR	Green, Stephanie; And Others
TITLE	Women at Tufts University: A Preliminary Inquiry.
INSTITUTION	Tufts Univ., Medford, Mass.
PUB DATE	Dec 72
NOTE	118p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Employment Opportunities; *Equal Education; *Equal Opportunities (Jobs); *Females; *Higher Education; Sex Discrimination; *Working Women
IDENTIFIERS	*Tufts University

ABSTRACT

This preliminary report of women at Tufts University is divided into four sections: introduction, Tufts as employer, Tufts as educator, and recommendations. Based on questionnaire responses, there does not appear to be any overt discrimination against women at Tufts. However, in reviewing the condition of employment and student programs, the report indicated that woemn at Tufts do not have an equitable share of the opportunities available at their institutions. Recommendations concern recordkeeping, job description, salaries, promotion, personnel vacancies, recruitment, interviews, secretaries, childbearing leaves, child rearing leaves, annuities, tuition-free courses, senior administrative appointments, day-care centers, admissions standards, financial aid, counseling, health services, women's studies, women's centers, continuing education, the professional schools, the graduate school of arts and sciences, staff training programs, the library, benefits, part-time employees, and athletics. Appendices include questionnaire forms. (MJM)

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Women at Tufts University

A PRELIMINARY INQUIRY

December 1972

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WOMEN AT TUFTS UNIVERSITY

A Preliminary Inquiry

Medford, Massachusetts

October, 1972

Prepared by:

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OFFICE OF
EQUAL OPPORTUNITY AND
INTERGROUP RELATIONS

TUFTS UNIVERSITY

MEDFORD, MASSACHUSETTS 02155

Dear Colleague:

It is with a great deal of pleasure that I join with Nancy C. Milburn, Dean, Jackson College to transmit this report to you. When you see a study of this magnitude, and this is just the begining, you know that an enormous amount of work and energy has been expended by someone. At this point, I would like to thank those individuals who worked so enthusiastically and with such devotion to produce this document.

The team did encounter several obstacles in trying to assemble data for this report but, these obstacles also identified a deficiency that must be eliminated. This report was not consummated to engage in rhetorical splendor, rather, it was undertaken to identify where Tufts is deficient, so meaningful programs could be undertaken that address themselves to those deficiencies.

We at Tufts would be the first to admit that we have not eliminated all of the deposits of the past, nor, will we ever; but, we are the first to say that we are working with all of our strength, good-faith-effort and, committment to do our best.

We hope this report will be received by the entire Tufts Community with a spirit of "what can I personally do to make this University a place of Opportunity for all" Thank you.

Sincerely,

Robert L. Albert,
Director Office of
Equal Opportunity

Dear Colleague,

Accompanying this letter is a report on the status of women at Tufts. It is a preliminary report for several reasons. To make a thorough study in a short period was not possible for the small group of people who produced this document. Their enthusiasm and devoted effort have produced a report which must spur us on to further study and to deeper endeavors in self-improvement.

The authors experienced considerable difficulty in obtaining full and accurate data. There are several reasons for this. The fact that 50% of the questionnaires to women faculty and staff members were returned reflects not only lack of enthusiasm for blank-filling but in a few cases, a reluctance to "criticize" the university. The dearth of information about personnel is due to a lack of adequate records. The university has now changed its methods of data collection and recording and a more accurate picture of Tufts as an employer may be obtainable in the future.

Tufts' attitude toward women is, of course, a compound of thousands of individual attitudes toward women. These attitudes are held by members of both sexes. Tufts has treated women students and faculty far better than they have been treated at many universities. Tufts has also discriminated against women as it has against other groups. It would be easy but incorrect to say that this is discrimination against women by a male-dominated university. While this is true in the main, we should recognize that some of the discriminatory policies have been endorsed or accepted by the women who have served Tufts and Jackson as Deans, Department Chairmen, Trustees and Faculty members.

These women may have been few in number but they have not been severely restricted in their power. The women of Tufts are all coming to a better understanding of their positions through studies of this kind As we become increasingly committed to equal opportunities for all members of our community, we become a better university. Robert Albert of the Office of Equal Opportunity and I take pleasure in transmitting this report to you.

Nancy S. Milburn
Dean, Jackson College

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PART ONE

INTRODUCTION

PREFACE

Since the women's movement began to challenge the "traditional" role and place of women, institutions of higher education have been criticized for their failure to encourage women students to develop their abilities to the fullest and to provide employment opportunities to women who are trained. The tone of the criticism has been shrill. The content of the criticism has often been contradictory and confused. As a result, many of the demands of women's groups have been ignored or discredited. Women are asking for equal treatment and equal rights while, at the same time, they are seeking special programs and special consideration for their own benefit. In pursuing both goals, they are often met with a familiar, "You can't have it both ways."

A closer examination of available psychological literature explains and justifies the contradictory goals of equal treatment and special consideration. On one hand, women can never have equal opportunity if they are not given equal pay for equal work, an equal chance for promotion, equal access to libraries, classrooms and faculty, and an equal chance to use their advanced training after they graduate. On the other hand, we know that women undergraduates are different from male undergraduates, that they are dealing with a different set of psychological pressures, and that they have had a different experience before entering college. One cannot, therefore, argue that simply making a program and facilities that have been designed to respond to the needs of male undergraduates will, in fact, meet the needs of female undergraduates.

Before we can fully respond to the needs of women undergraduates, we need to know a great deal more than we do about these women. Available research has begun to identify differences between the pressures and conflicts which men normally confront and those normally confronted by women. At college a man is usually encouraged to plan his program and time to assist him in choosing a career and making a commitment to it. Family, friends, and faculty all reinforce his goals, and his success is measured according to his ability to meet these goals. Traditional attitudes about men and marriage have emphasized the importance of choosing a career, for a man has been expected to provide primary financial support for his wife and family. For a man, then, career and marriage are complementary and not in conflict. While a man may spend hours agonizing about whether to become a lawyer or a leatherworker and may even fleetingly wish that he did not have to have a career, the advantages and disadvantages of different occupations can be discussed and a seemingly rational choice can be made. Furthermore, male faculty members with whom he can explore various alternatives from many points of view are available to him.

Many women undergraduates are asking a different set of questions. Few white women have been brought up to think in terms of their own personal career development and achievement beyond college. When they do begin to think about career plans, some find that focusing on their own achievements is in direct conflict with the concepts of marriage and motherhood with which they are most familiar. While career development draws upon the more aggressive and independent qualities a woman might have, the other requires, traditionally, a more passive and dependent outlook.[1] Often women undergraduates, particularly those whose mothers did not work, feel that the two are mutually exclusive.[2] The anxiety which this conflict produces has several consequences. Matina Horner, a professor of psychology at Harvard and President of Radcliffe College, has found that during college most women lower their aspirations considerably more than men. Data from the questionnaire given to Jackson students and described in this report confirms Horner's findings. Horner concludes that this lowering of aspirations is related to a "fear of success," an ambivalence women feel about demonstrating leadership and excellence and putting themselves in positions of prominence.[3] Dorothy Zinberg has observed that women undergraduates avoid confronting their dilemma about the future directly. They take refuge in doing their day-to-day classwork well, but they do not begin to plan a future for themselves.[4] When they do plan, they do so with a tentativeness based on an implicit understanding that marriage and children will alter their plans. The knowledge that a commitment to a career may conflict with their desire to marry and have a family prevents them from thinking seriously about a career.

Women undergraduates are changing rapidly. They are asking more questions about their own opportunities and they are more aware of the ways in which society has traditionally placed them at a disadvantage. But this awareness has not reduced the confusion they feel. While our study of Jackson students is by no means complete, several of us have been struck by the number of women undergraduates who are actively involved in women's programs but who have difficulty thinking about their own lives beyond marriage. Because of their own ambivalence, even these women undergraduates tend to be more easily discouraged than men from persisting in career plans. And when they look around them and see women who have graduated a few years before them working as secretaries while most of the men have administrative jobs, they become more discouraged still. The present isolation of many college students from other adults makes it difficult for women

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1. Judith Bardwick, The Psychology of Women, New York, 1971, p. 142.
2. Dorothy Shore Zinberg, "College, When the Future Becomes the Present," to be published in Annals of New York Academy of Science Proceedings, February, 1973.
3. Matina Horner, "Fail: Bright Women," Psychology Today 3 (6):36.
4. Zinberg, op. cit., p. 3.

undergraduates to discuss these concerns with other adults and particularly with adult women in positions of responsibility.

The importance of older "role models" who represent a variety of backgrounds and life styles is crucial. These women, or the lack of them, suggest to women undergraduates how realistic the possibilities of achievement are.[5] As the number of opportunities for combining career and family increases and as a variety of life styles become more acceptable, students are seeking information so that they can make informed choices. What are the pressures of a dual career family? What are the hazards of job sharing? If one works part-time, what are the implications for one's professional status? And does this vary according to profession? A limited amount of literature is available; but we have found that students, both male and female, want to discuss these questions with women and men who have had some experience dealing with them. While the few women faculty at Tufts are different and have chosen different life patterns, the small number of women in positions of responsibility is, in itself, discouraging for women undergraduates. The influence of these women upon male undergraduates who are beginning to consider the kind of women they hope to marry is also considerable.

When one accepts and recognizes some of the differences between men and women, the importance of providing an educational experience and environment that meets the different needs of both groups becomes apparent. Because men and women are asking different questions in college, they may need different kinds of counseling and they may seek advice in different places. If, in fact, women require greater encouragement than men to persist in career planning, then the university should provide that support. Other differences are even more readily observable. While men normally make more use of the medical facilities available to athletes, women are asking for gynecological services. And admissions offices routinely recruit male athletes but rarely recruit women athletes or women with special abilities that could bring credit to the university. The list could go on, but the conclusion is evident. For women to be able to take advantage of the educational opportunities and facilities of the university, the university will not only have to ensure that they have equal rights and equal access to educational facilities, but it will also have to respond to their needs as women who are potential scholars or who wish to enter the professional or business world.

The following report suggests some areas in which Tufts can improve the educational opportunities for women. It deals both with

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5. Mary I. Bunting, Patricia A. Graham, and Elga A. Wasserman, "Academic Freedom and Incentive for Women," Educational Record, Fall 1970, p. 386.

women as students and women as employees. The position of women employees deserves considerable attention not only because employees should be guaranteed equal opportunity as a "matter of simple justice," but also because women students learn about their opportunities by observing attitudes of the employer towards female employees.

Adele Simmons

INTRODUCTION

In the past few years, women in institutions around the country have become concerned about possible inequities between their status and that of men in the same institutions. Many universities have sponsored studies to investigate attitudes and policies which define the opportunities available to women students and employees and which may contribute to a situation of inequity. While such a study has not been conducted at Tufts, this report represents a preliminary effort to identify the concerns of women presently at Tufts.

Executive Order 11246, amended by Executive Order 11375, prohibits any institution which receives federal funds from discriminating on the basis of race, religion, national origin, or sex. Private universities have been required by the Department of Health, Education, and Welfare to change their policies and to develop and implement long-range plans, called affirmative action programs, to end such discrimination.

Tufts has an affirmative action program, designed in March 1971 and amended in March 1972. We are seeking to evaluate the progress the university has made towards its goals. We have compiled data about the Tufts community in order to define and assess its goals and structures as they relate to opportunities for women, and to suggest modifications which might better meet women's need for such opportunities.

In many ways, there does not appear to be overt discrimination against women at Tufts. Jackson students and Tufts students are enrolled in approximately equal numbers, attend the same classes, belong to the same organizations, and live in the same dormitories. Several academic departments include high-ranking women faculty; the Dean of the Graduate School is a woman; Tufts has more women faculty, both numerically and proportionately, than any Ivy League school or than most comparable universities in the country. In 1972, the Office of Equal Opportunity hired an assistant to the director to deal specifically with women's affairs.

However, in reviewing the conditions of employment and student programs, we find reason to believe that women at Tufts do not have an equitable share of the opportunities available in this institution.

As an institution, Tufts University assumes the roles of both educator and employer. The educational responsibility of the university includes the development of intellectual skills, of personal awareness, and of aspirations for combining the two towards a life

style in all of its students. It is essential that both women and men students are provided the opportunities for such development, and that the university ensure the full participation and contributions of women in pursuing its overall goals. In the process, it can serve as an exemplary employer to other institutions, by ending discriminatory practices and introducing changes that will create an environment conducive to equal opportunity.

As part of the university's educational function, the development of personal goals can be encouraged by older women whose mere presence makes a statement to undergraduates about their own possibilities for intellectual and personal achievement. When the older members of the community campus represent a variety of backgrounds and life styles, students are stimulated to consider many possibilities for themselves and for each other.

Although half of the Arts and Sciences undergraduates at Tufts are female, women are 14 percent of the Arts and Sciences faculty, including 8 percent of the tenured faculty* Although women represent half of the university's employees, they comprise 12 percent of professorial and administrative employees. By maintaining such proportions, the university is making an important statement to women undergraduates about their own chances for achievement and recognition. Whether or not they wish to pursue academic careers, women undergraduates observe in a university patterns of hiring and promotion which are unfortunately common to many other institutions in society. At the same time, the fact that there are so few women faculty members places an unreasonable responsibility and burden on those women. Increasing the number of faculty women will enable this responsibility to be shared.

The concentration of female staff members at Tufts in the lower ranks has the same effect on undergraduate women as the concentration of women faculty members in lower ranks. That a 1971 Jackson graduate worked as a secretary here, while several of her male classmates held administrative positions at Tufts was a clear statement to many students about their own job opportunities. Seeing obviously competent women in career ladders that end at the position of administrative assistant while many less competent men progress more easily to positions of greater responsibility provides little encouragement. Undergraduates learn as much about women and their roles from watching those around them as they do in the classroom. We have found that, in many cases, the aspirations of women undergraduates since they first arrived at Tufts have decreased more markedly than those of male undergraduates. We can only surmise causes for that decrease, but we urge the reader to consider data on conditions of employment or non-employment which influence the number and status of women, and thus women students' perceptions of their possible futures.

*The Ph.D. degree is generally required for faculty members to be appointed to the rank of Assistant Professor at Tufts. Studies show that 11.5% of the Ph.D. degrees awarded in the U.S.A. were awarded to women in the past ten years. Despite the low numbers of women achieving this degree, women with Ph.D.'s have traditionally found it difficult to obtain tenured positions on college faculties.

cf. Astin, Helen S. 1969. The Woman Doctorate in America Russell Sage Foundation, N.Y. C.

Thus, a strong argument for equal opportunity for women at the university can be made from two perspectives: first, as it affects the women employees themselves and, second, as it contributes to the educational experience of the undergraduate.

The status of women in this university is inextricably intertwined with the larger question of the position of women in the broader society. It is unrealistic to expect that the university alone will be able to overcome obstacles women face in the larger society, or even to counteract within individual women the attitudes which tolerate those obstacles. However, we are hopeful that by improving the position of women within its own community, the university can make an important contribution to the lives of women here, to similar developments in other spheres of society, and to the pursuit of its own goals.

In addition, some responsibility for change belongs to the women themselves. They must actively work to help in the recruitment and promotion of other qualified women. They must be aware of the ways in which they are at a disadvantage, and articulate their feelings. But they must be free to do so without fear of recrimination. And they must have access to information that will enable them to evaluate their status. Without accurate information, it is difficult to recognize or understand that in many cases men and women are not paid or promoted equally.

This report provides some preliminary information about Tufts as an employer and as an educator. Unless otherwise noted, all the data reflects the situation as it was in March 1972. In many cases we have only been able to raise questions for further investigation. In others, we have demonstrated inequities and made suggestions for remedies. Our goal has been to increase the awareness of the position and role of women at Tufts, and to provoke further discussion and change. Because of limited time and data we have not considered students or policies of the graduate divisions of the university, nor have we specifically studied racial, religious, or ethnic subgroups of women to identify problems they might experience. Sections of Part Two do draw upon information about faculty and staff at the professional schools, but the primary focus of this report is on the Colleges of Liberal Arts and Jackson. A more thorough study of these colleges and a careful analysis of women in the Engineering and professional schools, as well as at the Tufts New England Medical Center, are urgently needed.

We have tried to make a distinction between "overt" discrimination--those policies and practices which deny women equal treatment--and "covert" discrimination--attitudes on the part of people in the community which discourage women from equal opportunity. Most women have experienced both aspects of discrimination. But, as we expected,

employees were more concerned with overt discrimination (salaries, benefits, and promotion) and students, who generally have access to the same facilities as men, were more concerned with "covert" discrimination.

The information about women at Tufts comes from many sources. We have interviewed students, faculty and staff, both men and women. Many of those interviewed commented thoughtfully and extensively on their experiences as members of the Tufts community. While we have respected the confidentiality of those conversations, we did note that several women employees discussed their situations reluctantly, fearing that such openness would affect their own status. In some cases, where supervisors were willing to acknowledge salary discrepancies, they did not have the necessary funds in their budgets to rectify them. The conflict between a need to remedy years of tradition of low salaries, particularly for women, and the need to balance the budget in the coming lean years, will undoubtedly bring pressures to the university administration.

We have administered a questionnaire to women employees of the university, considering their experiences at Tufts and their perceptions of their status within the university, and another questionnaire to a sample of nearly 600 female and male undergraduates regarding their backgrounds, aspirations, and perceptions of Tufts. Of the 700 employees, 308 responded; 295 of the 600 students responded.

In addition, we have studied data from many departments relating to admissions, financial aid, salaries, student services, employment benefits, and other matters. Confidential data was available only to the staff of the Office of Equal Opportunity.

We encountered several difficulties in compiling the report. In some cases, records were inadequate or inconsistent. However, we feel from the baseline data available that it is possible to have a general sense of the inadequacies and inequities of the Tufts employment system. Before a more detailed analysis can be made, it is crucial to have standardized job descriptions for staff and faculty. Even so, salary scales and teaching loads vary from department to department which complicates direct comparison between male and female faculty members of each rank. In compiling the report, we were greatly inconvenienced by delays in getting routine information. The processing of our data took such low priority that deadlines for completion of the project could not be met. While we have tried to verify our data as much as possible and eliminate inaccuracies, delays and incomplete information may have resulted in inaccuracies of which we are not aware. For these we can only apologize and hope they do not detract from the main thrust of the report.

These problems were more than balanced by the support of women in various parts of the university. Their help in preparing the report and their response to a variety of activities organized last spring by the Office of Equal Opportunity, the Jackson Dean's Office, and the Experimental College demonstrate the need for continuous work. While some women feel that, largely as a result of the pressure from HEW, "tokenism prevails," others felt that Tufts had begun to respond to the concerns of women in the past few years.

But a long agenda remains. Hopefully this report will stimulate a greater awareness of the problems of women at Tufts, and will provide an impetus for change.

While all five authors worked on each section of the report, primary responsibility for the Introduction lies with Terri Simon. Stephanie Green wrote the History of Women at Tufts, and Simon and Green did the research and first drafts of Part Three. Kay Martens and Ellen Landsberger compiled the data and wrote the first drafts of Part Two.

We are particularly grateful to Mal Slavin, who was helpful in developing both student and employee questionnaires. Important contributions to that section of the report also came from Margaret Booker, Margaret Dunkle, Kate Flora, Bobbie Knable, Angela Lawrence, Zella Luria, Sandy MacDonald, Kay McCarthy, Nancy Milburn, Sally Walsh, and Jean Wanless. Wes Harvey, Spencer Lovette, and Colleen Kelly processed questionnaire responses; Jack Dunn, Margie Ives, Judy Laskaris, Sunny Robart, Eddie Taylor, and Bill Wrenn assisted at several stages in gathering information from different areas of the university; Robert Albert, Bernard Harteston, Nancy Milburn, Kathryn McCarthy, Zella Luria, Alan Cameron, Tommie Bower, Rick Tilden, and Mary D'Amico criticized and commented on a draft of the report; Angela Lawrence, Richard Lee, and Jan Putnam typed the report; and, finally, Office Services cooperated throughout the report. Our deep appreciation goes to Mara Casey for the editorial work which finally readied the report for publication.

Stephanie Green
Ellen Landsberger
Kay Martens
Adele Simmons
Terri Simon

Medford, Massachusetts
October 9, 1972

A HISTORY OF WOMEN STUDENTS AT TUFTS

Tufts and women have maintained, from the beginning, an uneasy relationship, one characterized by administrative and masculine fears. When Tufts College opened in 1854, it was the only college under the auspices of the progressive Universalist Church which was not co-educational. The first female application was received two years after the college opened. "The faculty was completely at a loss as to how to handle the problem,"[6] and the woman was not admitted. For the next forty years concerned individuals agitated at varying levels of intensity for the admission of women.

During the 1880's, the co-educational question was explored at length. The opposition, fearing that the admission of women would lower the "literary standard" of the college and, consequently, turn the hill into a "playboy's paradise,"[7] often seemed dominant. They also argued that the stringent rules of conduct which would be necessary to prevent a deterioration of morals would make Tufts a prison. But times were changing and in 1892 the Trustees voted "that the College would be opened to women in the undergraduate departments on the same terms and conditions as to men."[8]

In the fall term of 1892, nine young women took their places in the classrooms at Tufts. In 1893, Henrietta Noble Brown delivered the Commencement oration and Mary Livermore, a writer and feminist leader, received the first honorary degree awarded by Tufts to a woman.

However, making a place for women among the male Tufts undergraduates proved to be a difficult undertaking. The female invasion was not appreciated at all by male students. At Class Day in 1894, the all-male class of 1895 sang: "We thank the lord we've lived alone/ Without a girl upon the throne./ The only class that's now alive:/ The glorious class of '95."[9]

Male student animosity contributed to a growing feeling among University leaders against co-education; it led to a new policy of segregation, and of "separate but equal" treatment of the sexes. Administrators worried that "the fact that girls are admitted to Tufts College is being used to prejudice young men against the College," and that the College was "becoming a girls' school, and that the best and strongest young men would not go there."[10]

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6. Russell Miller, Light on the Hill, (Boston, 1966), p. 163.
7. Ibid., p. 175.
8. Ibid., p. 176.
9. Ibid., p. 186.
10. Ibid., p. 187.

The strongest voice against co-education at Tufts was that of the Rev. Dr. Frederick W. Hamilton. President of Tufts from 1906 to 1912, he felt that in order to compete with other New England colleges of worth, Tufts could not afford the luxury of co-education. "The average young man will not go near a co-educational institution if other things are anywhere near equal,"[11] he insisted. The male liberal arts student, forced to attend the same classes as women, "is not comfortable with the women in the classroom,"[12] said Hamilton. "I have known some of the best students to say that they often hesitate to recite or enter into discussion in the mixed classes for fear of making themselves ridiculous before the women."[13]

By the fall of 1907, matters came to a head: women comprised almost 70 percent of the entering class. People were afraid of the liberal arts department becoming "wholly feminized." Criticism of co-education, however, did not affect the ability of the women to justify themselves academically. In fact, they had carried off most of the available academic honors. In 1906, all of the seniors elected to Phi Beta Kappa were women.

Hamilton wrote, "I am confident that there is one way in which the problem may be very successfully solved.. The future of the academic department of Tufts College as a men's college depends upon the immediate segregation of women into a separate department or college... I regard this as the most pressing educational problem we have before us. I have no doubt that a failure to solve it involves imminent disaster to the College of Liberal Arts."[14]

Thus, Jackson College came to be when, in 1910, the Trustees ended co-education and created, for women, a separate institution with its own facilities, classes, dorms, and administration. The Trustees were supported by the faculty and male undergraduates who responded to the news with "great hilarity and celebrating."[15]

Jackson College has remained a separate entity until the present time. After the retirement of Dean Edith Bush, a prominent educator and mathematician, in 1953 the Jackson Dean's office played a much less prominent role in the development of policy as a whole. This pattern changed in 1967 when President Hallowell defined new directions for Jackson College by appointing a lawyer, Antonia Chayes, as Dean and Associate Professor of Political Science. Dean Chayes was actively involved in the development of educational policy. With

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11 Ibid., p. 190.
12 Ibid., p. 190.
13 Ibid., p. 193.
14 Thomas Woody, History of Women's Education in the United States, p. 319.
15 Miller, op. cit., p. 200.

Bernice Miller, her assistant, she designed a program for the education of women and the study of sex roles. Two parts of this proposal--day care and continuing education--have been implemented. Early in 1967, Dean Chayes abolished those social regulations which pertained to women only, eliminating the double standard from the rule books, at least. In the next years, the role of the Jackson Dean as an academic dean was further reinforced by the appointments of Adele S. Simmons and Nancy Milburn. Dean Milburn, whose appointment began on September 1, 1972, has assumed responsibility for the academic advisory program as well as several academic departments.

PART TWO

TUFTS AS EMPLOYER

POSITIONS OF WOMEN IN THE UNIVERSITY

An examination of where women are working at Tufts and the conditions of their employment reveals much about the status of women at the University. When these data are supplemented by their own perceptions of their jobs, we can begin to identify areas of concern.

This section of the report describes women's positions and salaries in the University as they compare with similar information for men. This section was compiled by the Office of Equal Opportunity and is based on records provided by the Personnel Department. Similar information was presented in the Tufts Affirmative Action Plan in March 1972. It is primarily concerned with full-time employees.

Job classification categories have been developed on the basis of pay scales, and they include annual, monthly, bi-weekly, hourly, and administrative personnel. Annual employees are generally academic employees; monthly employees include some of the non-faculty professional staff; bi-weekly employees include secretarial, clerical and technical employees; hourly employees include dining services, residential services, and grounds and buildings staff. Multiple and confusing job classifications confuse the analysis of data. Once jobs are properly classified, more accurate data will be available.

Data available for the Medford campus is presented in Table 1. Women there represent roughly half of all employees but only 12 percent of annual employees. Women and men are equally represented among monthly employees, but half of the women employed comprise over 80 percent of the bi-weekly personnel. The administrative category includes only top level advisors to the President, none of whom are women.

Data for the Boston campus is presented in Table 2. Although more women are employed there than men, their distribution follows a pattern similar to the one described above. Women represent 8 percent of annual and administrative personnel, and 60 percent of bi-weekly and hourly staff.

Women represent 14 percent of the total Arts and Sciences faculty, including only 8 percent of tenured faculty. Women constitute only 10 percent of professors and associate professors.

The full-time faculty of the Medical School includes only 12 women (11 percent), none of whom is tenured. Only 5 percent of geographic part-time faculty are women (Chart 4).

FULL-TIME EMPLOYEES

TABLE 1: MEDFORD CAMPUS

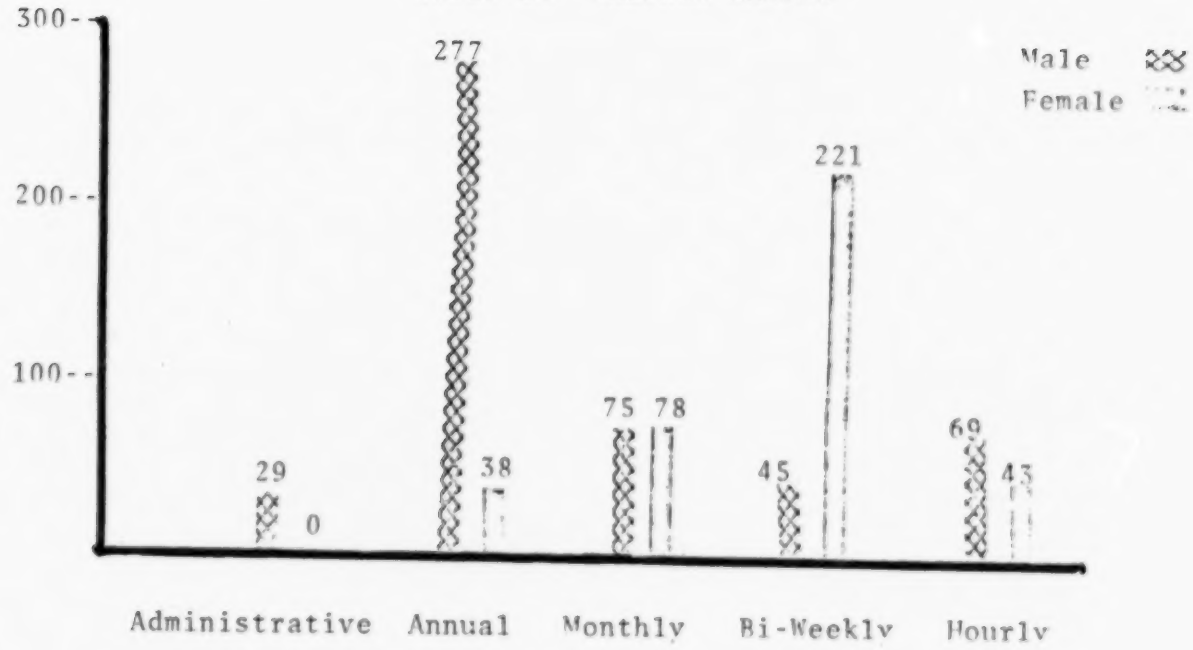
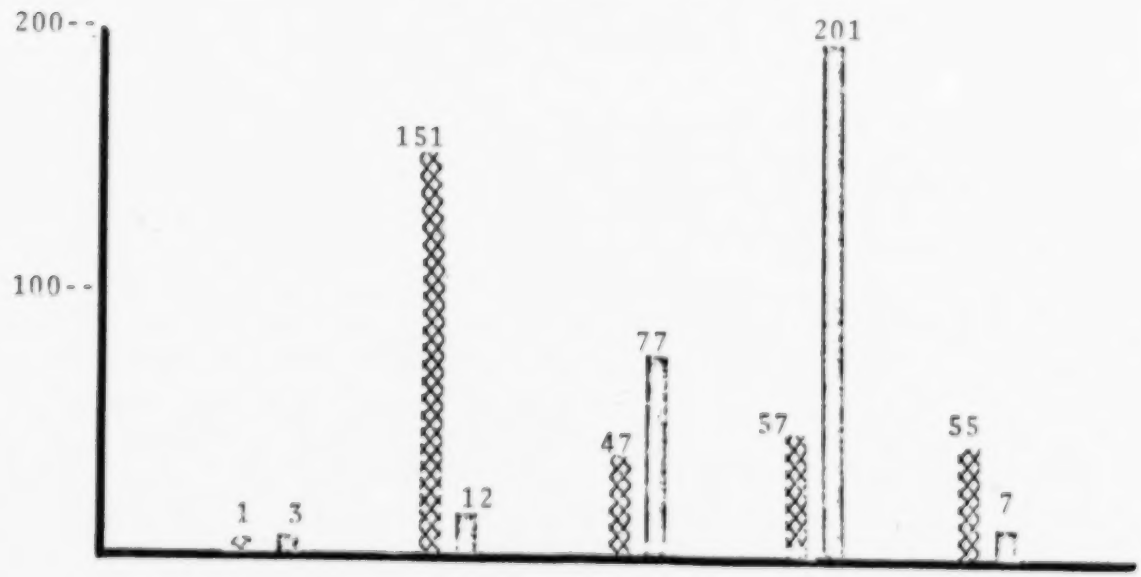


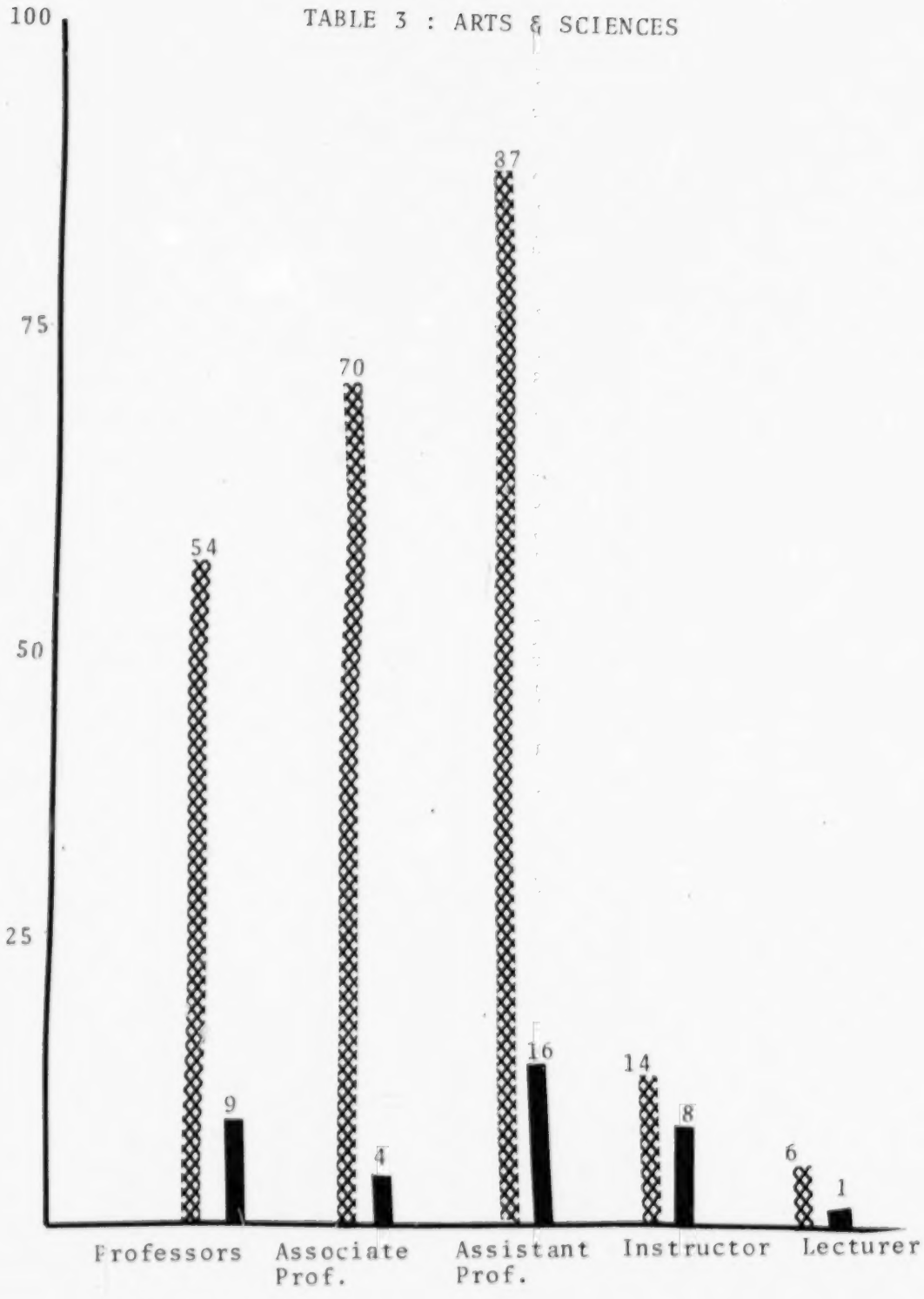
TABLE 2: BOSTON CAMPUS



Data from Affirmative Action Plan, March, 1972

FULL-TIME FACULTY

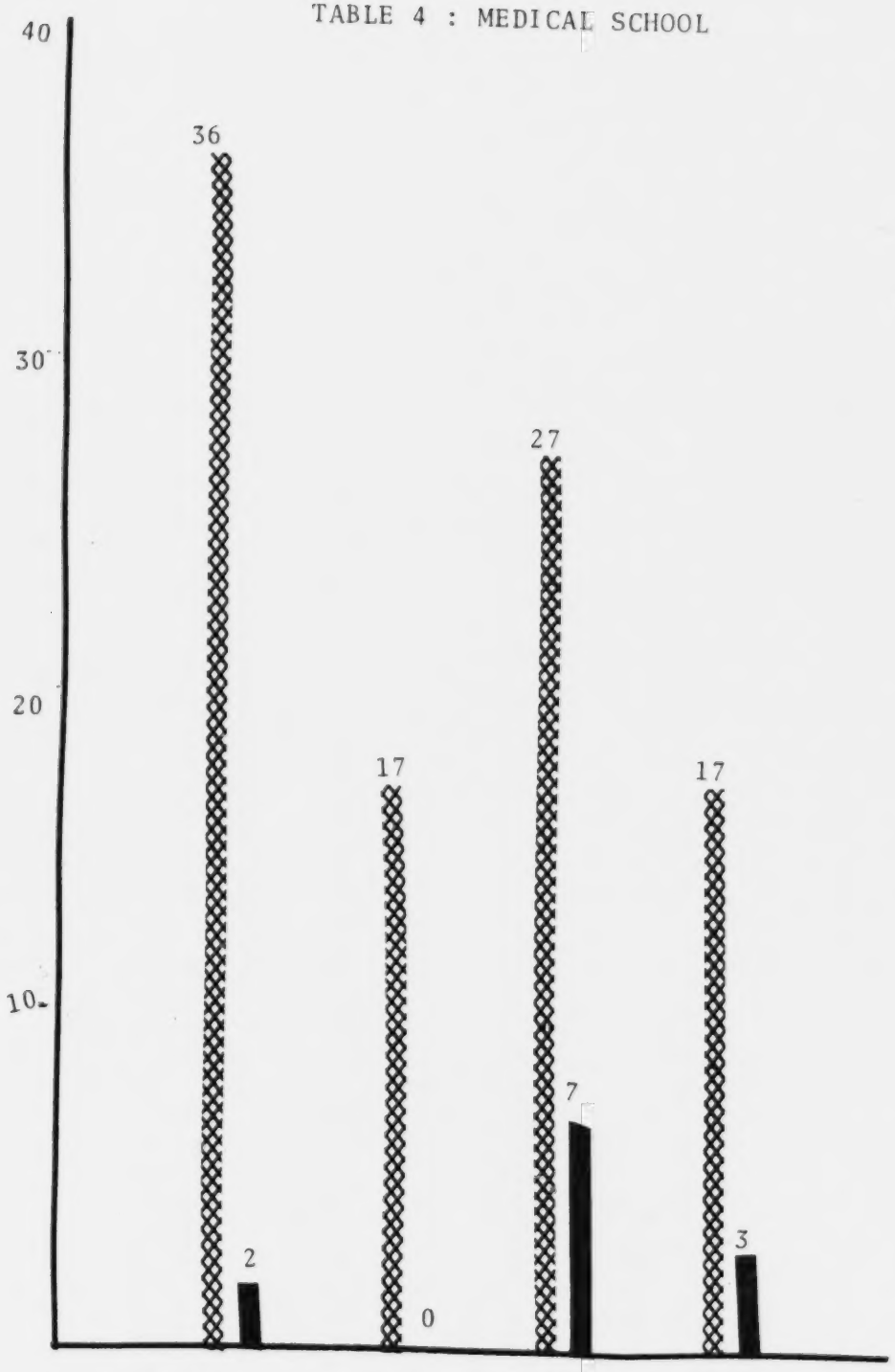
TABLE 3 : ARTS & SCIENCES



Male
Female

FULL-TIME FACULTY

TABLE 4 : MEDICAL SCHOOL

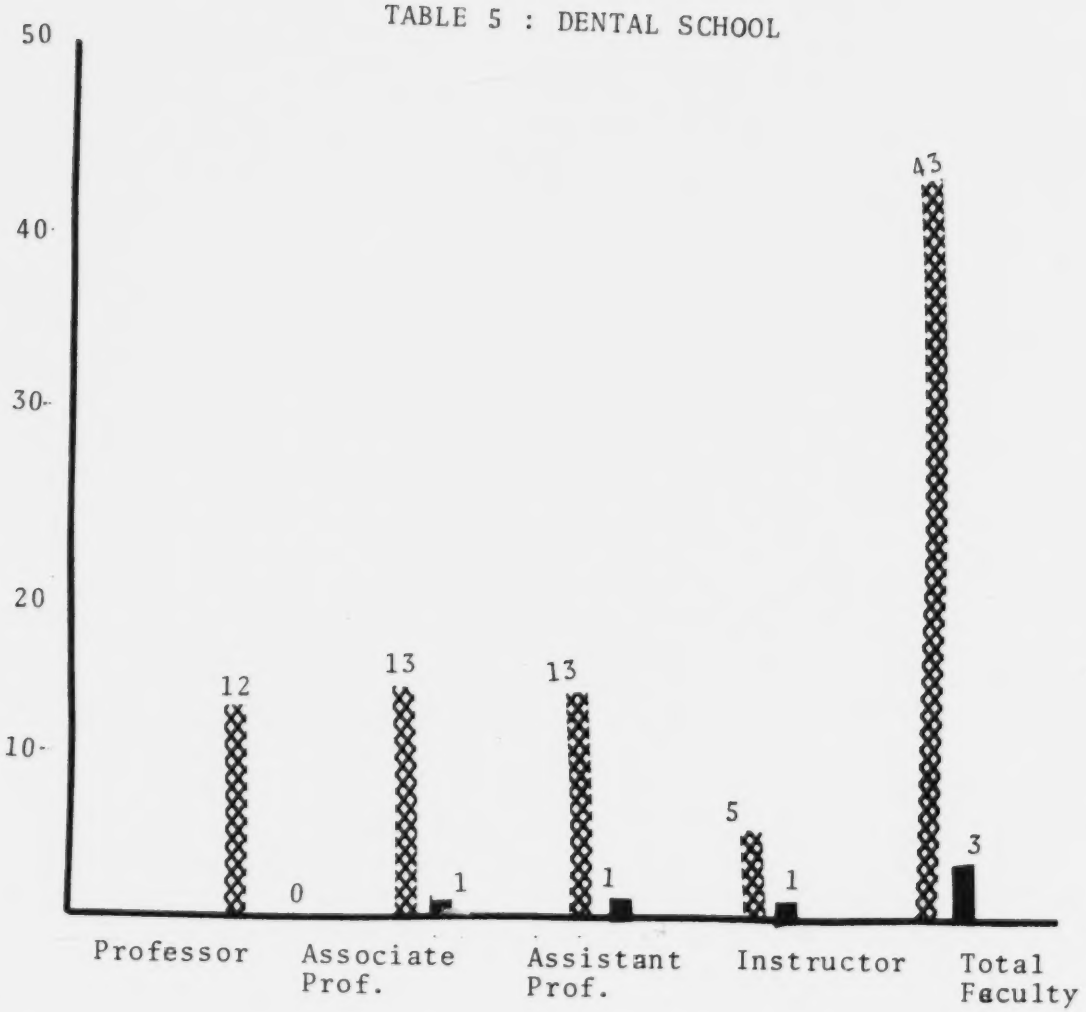


The Dental School employs three non-tenured women among 43 full-time faculty (Chart 5). Six of 216 part-time faculty are women.

At the Fletcher School of Law and Diplomacy, of 18 full-time and 19-part-time faculty members, there is one woman, an associate professor without tenure (Chart 6).

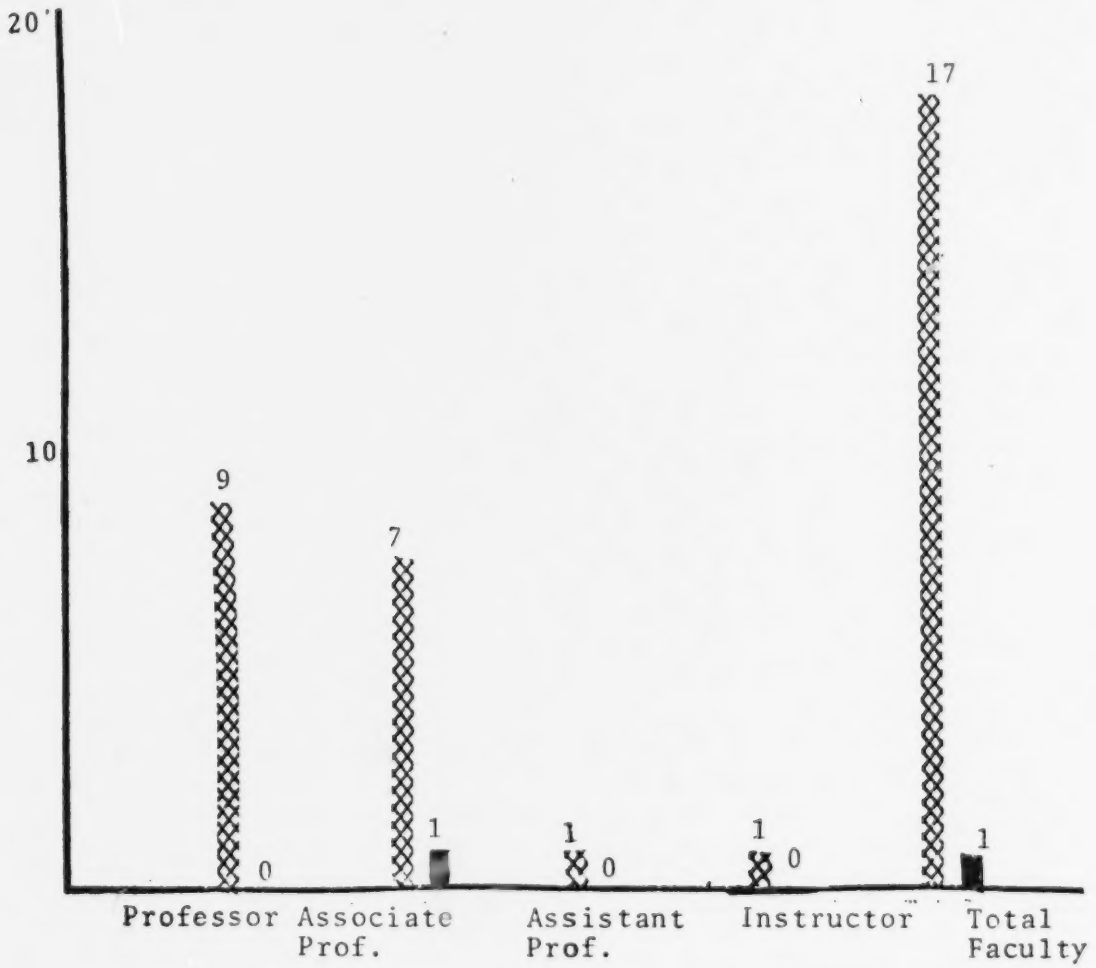
FULL-TIME FACULTY

TABLE 5 : DENTAL SCHOOL



FULL-TIME FACULTY

TABLE 6 : FLETCHER SCHOOL OF LAW AND DIPLOMACY



Data from Personnel Dept.
January, 1972

SALARIES

An examination of available data for 1971-72 including the mean salaries of women and men throughout the Medford campus reveals that women in most classifications are paid less than men. Mean averages were obtained according to payroll classifications--monthly, bi-weekly, or hourly--and for the faculty according to professional rank.

This section shows only a general picture of salary inequities between the sexes. Data was difficult to obtain and not as detailed as required for accurate analysis. In particular, it was impossible to get a picture of salaries as adjusted to reflect the original date of hiring and length of service of individuals.

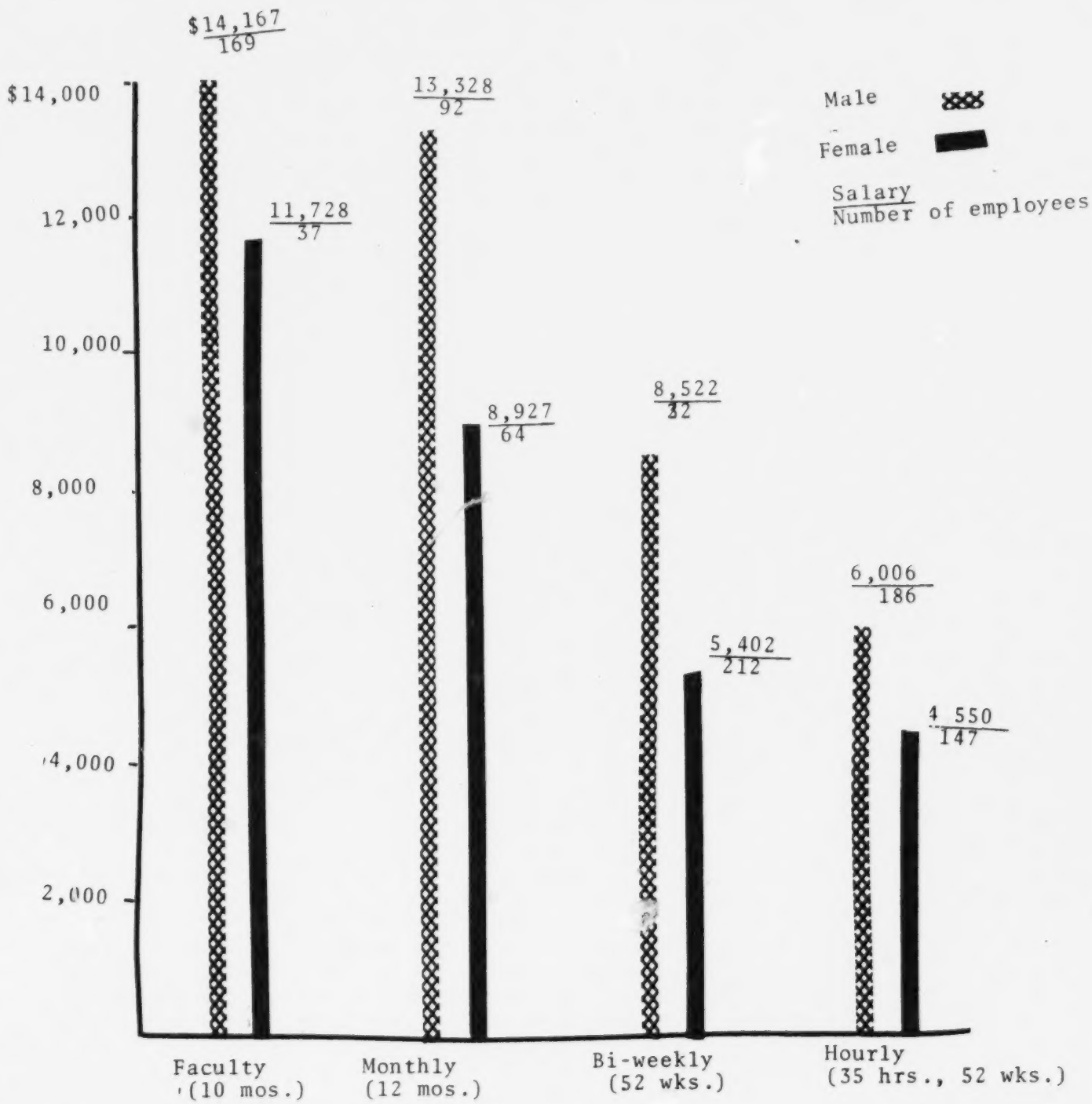
Women on the monthly payroll--directors, administrators, and their assistants--earn on the average $4400 less than men in similar jobs (see Chart 7). When the salaries of vice-presidents and special assistants to the president, also on monthly payroll also on monthly payroll are averaged in, the differential jumps to $13,500. Presently there are no women vice-presidents.

The average weekly salary of women employees paid on a bi-weekly basis is $104, while men in this category earn $164. To get a picture of what this difference means on a yearly basis, an average was calculated on the basis of twelve months of employment (We recognise that this may not be the case for all employees in this group.). If these employees work all year, the men earn annually $3100 more than the women. (This information does not necessarily reflect overt salary discrimination. More likely it reflects the fact that more men than women are in the top positions of the bi-weekly category.) Employees paid bi-weekly include secretaries, clerks, and technicians. Forty-six percent of the women employed at the Medford campus are in the bi-weekly category.

The hourly wage category covers grounds and buildings employees, cafeteria workers, maids, some nurses and some clerical workers. The averages were obtained using wages of part-time employees as well as full-time workers in this category. On the average, men earn $3.30 per hour; women earn $2.50. Annual salary was computed by assuming a 35-hour work week for 52 weeks of employment. Many hourly employees do not work the full year. However, if they did, the men would generally earn $1500 more than the women. The reasons for this difference are complicated. First, many of these hourly wages are determined through collective bargaining. Second, they do not generally reflect unequal pay for equal work. Rather they reflect the sex segregation of the labor market and the fact that men and women are hired for different jobs and that men's jobs pay more than women's jobs. Finally, the lack of job classification in some areas

TABLE 7 :

ANNUAL MEAN EARNINGS BY SEX, MEDFORD CAMPUS



Data from Personnel Dept., March, 1972

combined with discriminatory promotion patterns account for these differences. Until consistent job classification, with descriptions of responsibilities and corresponding salaries is available, it will be difficult to know the primary source for the difference in wages between men and women, and wage discrepancies will remain a source of resentment.[16]

Faculty salaries are based on a ten-month contract. The mean salary of men in the Liberal Arts and Jackson faculty is $2400 higher than women (see Chart 8). In the ranks of professor and associate professor, the women as a group are earning several thousand dollars less than the men. When viewed individually, salaries were lower because the women had been in the higher ranks for a shorter period of time. At the same time, women and men in the lower ranks--assistant professor, instructor and lecturer--appear to be earning equal salaries within their departments.

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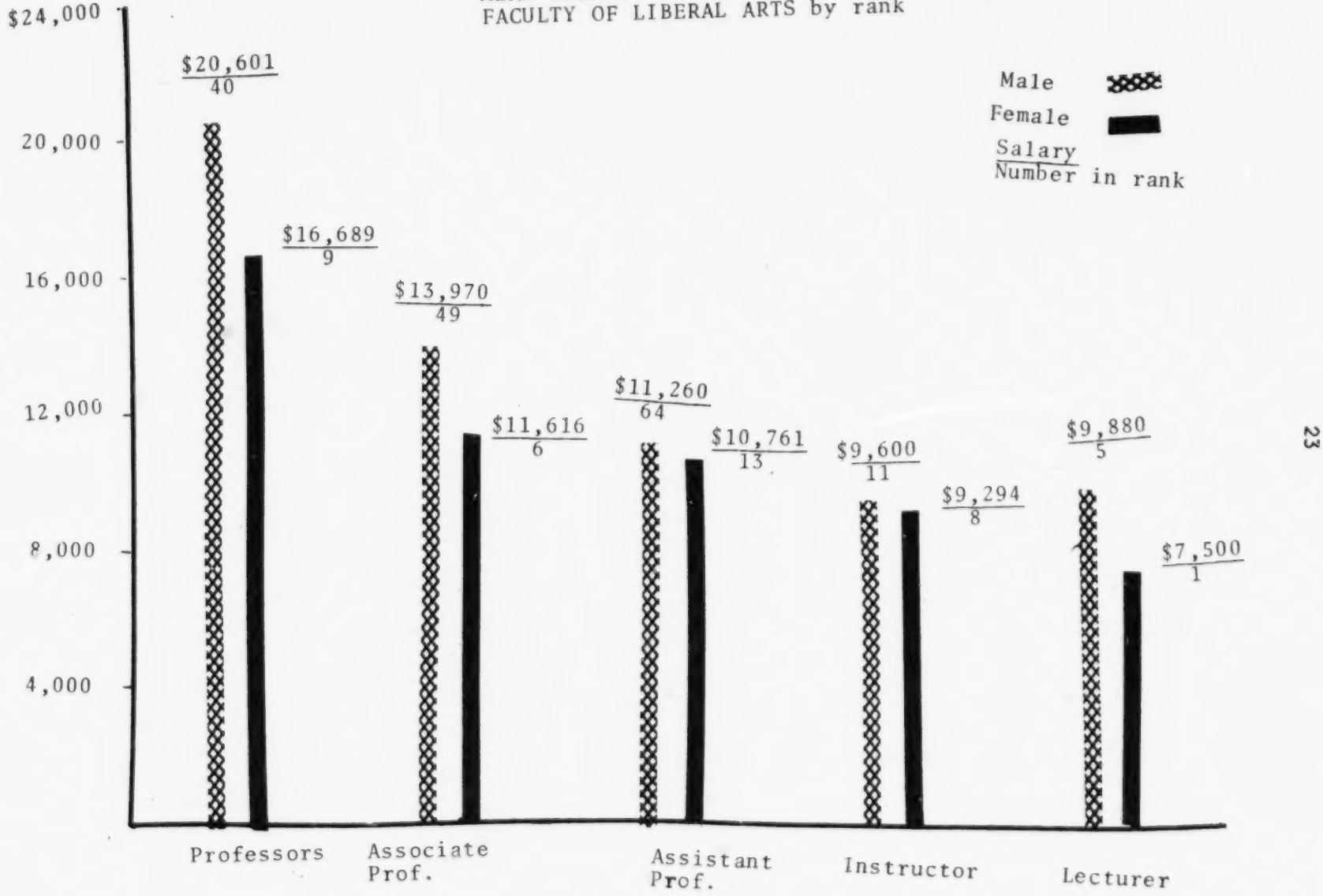
16. For a more complete discussion of the impact of the sex-segregated labor market on salaries as well as a discussion of the attitudes of unions toward women, see Adele Simmons, Ann Freedman, Margaret Dunkle, Fran Weisskipf, Exploitation From 9 to 5, (New York, 1972), forthcoming.

TABLE 8:

MEAN SALARIES BY SEX
FACULTY OF LIBERAL ARTS by rank



Data from Faculty of Arts & Sciences records, 1971-1972

ISSUES OF CONCERN TO WOMEN EMPLOYEES AT TUFTS

The preceding sections have identified where women work and how their average salaries compare with those of their male colleagues. In working to improve the status of women, it is important to understand University procedures and policies. This section will consider the problem of insuring equal pay for equal work, opportunities for advancement, recruitment procedures and hiring patterns, and other conditions of employment which contribute to the status of women faculty and staff at Tufts. This section is based primarily on responses to a questionnaire distributed to women employees at Tufts. Consistently, women from all areas of the University who responded to the questionnaire were primarily concerned with equal pay and their opportunities for advancement.

1. THE QUESTIONNAIRE[17]

A questionnaire attempting both to identify areas of concern to Tufts' women employees and to assess women's own perceptions of their status was administered to all women employed by the University in March, 1972. The questionnaire comprised 117 precoded questions, including separate sections for women paid on a faculty, monthly, and bi-weekly basis. It was developed by the Assistant for Women's Affairs in the Office of Equal Opportunity with the cooperation of several faculty and staff members.

--Of 750 women who received questionnaires, 302 responded. While we have no evidence, it seems fair to assume that those women who were most concerned about the status of women at Tufts would respond.

--Both campuses were well-represented: 108 women from Boston and 189 from Medford returned completed questionnaires.

--The largest number of respondents (158) were bi-weekly staff; the highest response rate came from faculty and next from hourly staff.

--75 percent of respondents were full-time employees.

--Nearly half had been employed at Tufts for less than two years, only 11 for more than 20 years.

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17. See Appendix A for a copy of the questionnaire and responses.

--Women responding were married and unmarried in equal proportions.

--The respondents spanned a wide age range: 25 percent were under 25, 26 percent were between 25 and 35, 15 percent between 35 and 45, 20 percent between 45 and 55, and 15 percent were over 55.

Because this kind of information about Tufts employees is not readily available, we do not know how the length of service, marital status and age of the respondents compares with those of all female employees.

Description of Questionnaire Respondents

Faculty: Questionnaires were sent to approximately 75 faculty members with a return of 32 from Medford and 8 from Boston. The majority of the women responding were full-time, 11 tenured. Ages ranging between 25 and 55 were proportionately represented and there was a fairly even balance between married and unmarried women. Most of the women responding had higher degrees, and most had been at Tufts less than ten years. Faculty women expressed interest in Tufts as a good academic environment.

Monthly Employees: The 56 women on the monthly payroll who responded to the questionnaire were full-time employees in administrative jobs. Responses were fairly evenly distributed between the Boston and Medford campuses. The women held Bachelor's and Master's degrees and had in large part been at Tufts less than ten years; almost half had been employed two years or less. The women respondents in the monthly category were younger, most under 35, and slightly more women in this category were unmarried. Over 50 percent said a good job offer attracted them to Tufts.

Bi-Weekly and Hourly Employees: Of the 192 bi-weekly and hourly personnel who responded, 125 were employed bi-weekly in office positions. Almost 70 percent of the women were full-time and 74 percent had been employed at Tufts less than five years. Of those who indicated degrees earned, the largest number (42 women) had Bachelor's degrees. The age range was well distributed and approximately 2/3 of the women were married. The largest number said they selected Tufts as their place of employment because of the convenient location.

2. EQUAL WORK, EQUAL PAY

Nearly all women who responded to the questionnaire expressed concern about whether they were receiving equal salaries. Over half the faculty and nearly half of the monthly paid women responding to

the questionnaire did not think they were receiving salaries equal to their male colleagues. None of the women in bi-weekly or hourly areas where men hold similar positions felt that their salaries were equal. Of women in sex-segregated jobs, 86 percent found their salaries "lower than they should be" for the amount of work done. Comments included: "If I were not married, I could not exist on what I clear," and, "To be expected." Women in Boston were concerned that salaries did not meet the cost of living in that area, and that the annual cost of living increases are unfair to those at the lower end of the pay scale.

Recent changes in legislation have extended existing laws so that most female employees are covered either by the Equal Pay Act or Title VII of the Civil Rights Act. The Equal Pay Act of 1963 was amended to include professionals and administrators. This act states that women and men performing work in the same establishment under similar conditions must receive the same pay if their jobs require equal skill, effort and responsibility. "Equal" does not mean "identical," but rather that jobs which are compared under the Equal Pay Act have to be substantially similar. This includes not only performing similar tasks, but also having equal opportunities for participating in professional activities and for receiving respect for one's work and ideas.

In March 1972, Title VII was amended to include educational personnel. Previously only those university employees who were not classified as educational personnel were covered by the Act. Title VII explicitly prohibits discrimination in hiring or firing, wages, terms or conditions of employment, and training. It also prohibits classification of jobs on the basis of sex.

At the same time, initiative for remedying individual cases of discrimination lies with the individual. In several cases, women have been reluctant to raise questions about salary discrimination. In other cases, where they have raised the issue, supervisors have not been sympathetic and have used the present financial crisis of the University as a reason for failing to remedy the situation. At present, the Office of Equal Opportunity does not have the power to force a remedy. And employees are understandably reluctant to bring their cases before the Massachusetts Commission Against Discrimination.

Questionnaire results and impressions gathered during the period of this study suggest that attitudes as much as practices put women at a disadvantage. Specific cases of identifiable salary discrimination are few in number, but that should not reduce their significance. Many of the monthly employees who responded to the questionnaire felt that men in their positions would receive higher salaries as well as greater respect and would not be expected to do "petty jobs." More than half felt that their professional opinions would be taken more seriously by both men and women if they were men.

Nearly 50 percent of the bi-weekly and hourly office staff responding to the questionnaire answered that they were "asked to perform duties in daily work that a male in the same position would not be asked to perform." This work most often included serving coffee, performing "maid services," doing personal errands for male supervisors. Although more than a third of the women felt that "this is a part of my work and I am glad to do it," far more resented the expectation that they would perform such services. Many objected to the specific tasks less than to the "generally condescending attitude they represent."

The problem of defining equal work is less difficult for faculty positions. Most of the faculty women in our survey felt that they carried equal teaching responsibilities, enjoyed equal opportunities for professional discussion and research, and generally received equal attention in department affairs as their male colleagues of the same rank. Most found both male and female members of their department friendly "as a person and as a colleague."

In addition to cases where discrepancies exist between the salaries of women and men doing essentially the same work, we noted instances where women are offered neither the positions nor the responsibility which would merit "equal" compensation. To really create a climate of equality, women must have the opportunity to earn appropriate salaries by developing their abilities and exercising responsibility.

3. OPPORTUNITIES FOR ADVANCEMENT

Questionnaire results revealed that many non-faculty women employed at Tufts feel that they have little, if any, opportunity for significant advancement. According to one of them: "Men are hired as administrators right from school. Women are hired as typists." Although it is theoretically possible for a secretary to become an administrative assistant, there are few such opportunities available within the University. And rarely is an administrative assistant promoted to administrative department head.

The opportunity for promotion is significant for monthly women employees who are likely to observe the progress of men in similar positions. Half of the women in similar positions to men did not believe that they had the same opportunity for advancement as men. Many observed the "Catch-22" pattern cited in the preceding section. As one respondent observed: "Because men are given more authority in whatever position they have, and because they are not expected to do the most routine work, they can devote more energy to the high level work which gets them promoted. Women in the same jobs spend a lot of time at clerical work."

We urge department supervisors to consider carefully such perceptions and to include women in a more equal share of policy decision-making responsibilities which will qualify them for further advancement.

Most of the women paid on a bi-weekly and hourly basis who responded to the questionnaire do not feel that their sex has prevented them from obtaining promotions and/or salary raises. However, we urge a careful study of bi-weekly employees by rank and salary with the goal of identifying the reasons why the average salary for women bi-weekly employees is lower than the average salary for men. We suspect that job classification and promotion patterns are, to a large extent, responsible.

4. RECRUITMENT AND HIRING

> It is the policy of the University that...women candidates will be sought for those areas where women are underutilized... Appointments will be monitored to insure that we are constantly and significantly moving towards the goals of increased employment for women and minority persons.
>
> Tufts University Affirmative Action Plan, March 1972

The women who responded to our questionnaire only represent those who succeeded in getting a job at Tufts. A majority of those women felt that they had been given fair consideration for positions for which they were qualified. Nearly all bi-weekly employees felt almost unanimously that they had experienced no particular difficulties in obtaining their jobs because they were women. Comments from ten faculty women who felt differently included such statements as: "I was hired only after a male candidate defaulted whose qualifications and experience were less than mine, and given the rank of lecturer, while the other prospect would have entered as an instructor or assistant professor," and" "I believe I got the job only because it was late and men of comparable background all had jobs already..."

In an area involving as much personal discretion as recruitment and hiring, it is important to develop procedures that ensure notification to as many people and organizations as possible of a vacancy. People who can be promoted from within should be first considered for any job. The University states in the Affirmative Action Plan that "in areas where women are underutilized women candidates will be actively sought. Professional women's organizations and other women's groups will be contacted for candidate referrals. All interested candidates will be encouraged to apply." Often, traditional hiring

networks do not include women or minorities.[18] Professors often do not think of recommending their women Ph.D.'s for jobs feeling that they are less mobile or do not need a job as badly as a man. Similarly, male administrators tend to hire men for administrative jobs and women for secretarial work.

While some Tufts departments have actively sought women candidates, interviews suggest that many have not. Overall, the percentage of women who hold faculty appointments at Tufts conforms with the percentage of women receiving their Ph.D.'s.[19] However, only two of the eighteen faculty members in the English Department are women and 28.1 percent of the Ph.D.'s awarded in that field are female. Presently, the political science department has no full-time women, yet 11.2 percent of the Ph.D.'s in political science in 1967-1969 went to women.[20] The Religion and Chemistry Departments should also actively recruit women to fill their next vacancies. At the same time, the percentage of women in the Biology and Physics Departments exceeds the national average. And the History Department should be commended for hiring three women for the 1972-73 academic year.

To assist with faculty recruitment, most disciplines do not have women's caucuses. Some professional associations, such as the American Historical Association, have a staff assistant specifically hired to assist with recruitment and placement. In addition, the Higher Education Resource Service for Women, funded by the Ford Foundation and located at Brown University, has just opened to help improve the links between jobs and women looking for jobs. Finally, recruiters should remember that precisely because women have been excluded from university positions in the past, many qualified women will have to be recruited in non-traditional places through non-traditional channels. Ninety-one percent of the women who received their Ph.D.'s in 1957 and 1958 are working.[21] Thus, in most fields, qualified women are available.

Affirmative action is also required to recruit women into administrative posts and to break down the sex labelling of jobs held

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18. When a Tufts faculty member contacted a leading authority in a field in an effort to fill a vacancy, the authority provided names of three men. The Tufts person then specifically asked: "Have you any qualified minority or women candidates?" The authority then recommended a woman who, he said, was better than two of the men recommended. "But," he added, "she does not need a job as badly."

19. Helen Astin, The Woman Doctorage in America; Origins, Career and Family (Russell Sage Foundation, New York 1929), p. vii.

20. Women Holders of Ph.D.s 1967-69, a study of the top degree granting schools compiled by the Office of the Chancelor, University of Wisconsin using data from American Council on Education and U.S. Office of Education, HEW.

21. Astin, op. cit., p. vii.

traditionally by men and by women. A careful inventory of each office will reveal traditional patterns of sex-segregation. We urge the appointment of more female supervisors and strongly recommend that the next vacancy that occurs at the vice-presidential or dean of a faculty level be filled by a woman.

5. NEPOTISM

> Candidates for employment at Tufts will be solely considered on the basis of qualifications. In no case will the person be denied consideration for or actual employment because of the employment of a close relative in the same or different department at Tufts. No faculty member, department chairman, dean, or other administrative officer shall vote, make recommendations, or in any way participate in the decision of any matter which may directly affect the appointment, tenure, promotion, salary, or other status or interest of a close relative.
>
> Tufts University Affirmative Action Plan, March 1972

While nepotism rules can affect both men and women, there is overwhelming evidence that these rules usually place women at a disadvantage.[22]

As more and more people tend to marry people in their own field, nepotism rules become particularly harmful. An individual's qualifications, rather than spouse, should determine his or her employment status. In addition, the presence of husband and wife teams working within a department or on the same faculty provides an important means for undergraduates to understand the stresses and rewards of dual career marriages and to make knowledgeable choices about their own career and marriage patterns. And the presence of more qualified women in positions of responsibility could particularly help to raise the aspirations of undergraduate women so that they could use their education and intelligence more effectively.

While a few departments have reputations on the Tufts' campus for reluctance to hire a husband and wife, the University as a whole has several husbands and wives who both hold faculty appointments. Furthermore, the University has a reputation for considering in a more favorable light women whose spouses have received appointments

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22. University of California, Committee on Senate Policy. Report of the Sub-Committee on the Status of Women in the Faculty of Arts and Sciences, (Berkeley, 1970), p. 15.

at other universities in the area and who, therefore, wish to move to Boston

Tufts' position regarding anti-nepotism policies, as clarified in the Affirmative Action Plan, is commendable.

6. MATERNITY LEAVE

The University has detailed a maternity leave policy for non-professional employees. Monthly employees and faculty are not protected by any written leave policy or any guarantee that their jobs will be held for them. There is a tradition of granting maternity leaves to professional employees. But to ensure that leaves are provided on a systematic and regular basis, a written policy for both childbearing and childrearing leaves for all personnel is required. Childbearing leave is the period of time a woman must be absent from work while she is actually having a child. Childrearing leaves generally cover a longer period of time during which one or both parents wish to stay home to be with a small child. The Citizen's Advisory Council on the Status of Women has urged that childbearing be viewed as a temporary disability and that women having children be given the same rights and privileges as all employees who are ill. Childrearing leaves, available to both men and women, have more often been related to military service, and the rights and privileges of someone who leaves a place of work to serve for a period in the army should be extended to parents who wish to stay home with small children.

The women employees who are paid on a bi-weekly and hourly basis and who responded to the questionnaire were, for the most part, unfamiliar with the University's maternity leave policies. The policy for these women first requires a woman to inform her supervisor when she is pregnant. As presently stated, this requirement seems arbitrary and unreasonable, as women employees may choose not to have their child and may not wish to inform their supervisors of their pregnancy. At the same time, women who do plan to have a child should be encouraged to tell their supervisors of their plans so that alternate work plans can be made and so that any medical emergencies can be handled appropriately.

Tufts presently allows women to take a two-month leave for childbearing and requires them to leave at the end of the eighth month. The courts are currently dealing with the legality of such a requirement and it is generally felt that a woman should be permitted to continue to work as long as she wishes and as long as her own physician approves.

At Tufts, as long as a woman takes no more than two months' leave, she is guaranteed her former position when she returns to work.

Before returning, "she must obtain written approval from her physician stating that she is able to return to work, and receive approval of the University Health Service."

The University policies about childrearing and childbearing are further discussed on page 53 of the report.

7. TUITION FREE COURSES

> Full-time employees employed by the University for more than three months are entitled to take courses in any division of the University without charge in the evening or daytime if their schedule can be arranged with their supervisor in advance to include both courses and their regular work week.
>
> Personnel Policy Handbook

Of the 181 bi-weekly and hourly employees who responded to the questionnaire, only 38 said that they had taken advantage of the Tufts program permitting them to take free courses. Many women were unaware of the policy. Others, who indicated that they had accepted Tufts jobs and traditionally low Tufts salaries with the expectation of taking courses, found that a conflict between their work schedule and the course schedule prevented them from taking courses. Most courses are scheduled during working hours. In some cases, hours are changed at the last minute and disrupt plans that an employee has been making. Women working on the Boston campus faced additional problems of transportation to Medford which took too much time out of their work day. And some supervisors have not allowed their employees to take courses during working hours.

If the University intends the free course program as compensation for relatively low pay and as an opportunity for training for further advancement, it needs to develop the scheduling flexibility which will allow employees to utilize the plan. Courses given outside work hours should be publicized. A central office should deal with registration of employees, and guide employees in putting together a program that might lead to a degree, if such a program is desired by the employee. Supervisors should be urged to encourage employees to take advantage of the program.

8. THE DAY CARE CENTER

The Tufts Day Care Center represents one of the University's most significant responses to the needs of women, both in terms of education and service. First, the Day Care Center serves as a laboratory and training center for students in the Department of

Child Study who work in the Center and observe its classes. On a national level, the number of centers has been limited, particularly because of the lack of professionals with prior day care experience. To the extent that Tufts can train qualified and experienced day care personnel and further the development of techniques for evaluating the day care experience, the University will benefit women, and working mothers in particular.

In addition to its educational function, the Day Care Center provides a service. Sixty children of students, faculty and staff of the University and of members of the neighboring community use the Center. The Day Care Center at Tufts has enabled some students to continue their education, some women to join the faculty earlier than they might have otherwise, and some students and employees to reduce commuting and transportation time so that they can work more efficiently. The Day Care Center has attracted women, many of whom are minority women, to the staff of the University in spite of the traditionally low pay scales. The educational program has reduced the anxiety that some parents have about leaving their children in day care centers. The proximity of the Center permits parents to visit with their children during the day. Finally, the Center has become one of the few places on campus where men and women from different constituencies within the University meet.

The educational program has been carefully designed to challenge traditional sex role stereotypes. The program content ensures that children pursue their own interests regardless of sex. Of the six classroom teachers, two are men, so children learn quickly that child care is not exclusively a female occupation.

Presently the Center is used by 14 children of students, five children of faculty, and 12 children of administrative staff. The other spaces are filled by children from the community.

The Center is governed by a board composed of parents and representatives of the teachers and the Tufts administration. Parents, who comprise a majority of the Board, have also been the most active members.

The University provides space and maintenance, which in most day care centers are large budgetary items. In addition, the University has contributed $9000 for renovation. A $10,000 grant from the New World Foundation and a $5000 grant from the graduating class of 1970 provided start-up funds. Presently the Center is supported by tuition and some federal money, primarily for food. Many students and some staff members have difficulty meeting tuition costs, even on the sliding scale. Other sources of funding are clearly required, and University support in soliciting these funds is essential.

PART THREE

TUFTS AS EDUCATOR

TRENDS IN TOTAL ENROLLMENT AND GRANTING OF DEGREES

Student enrollment figures from 1961 to 1971 (undergraduate men and women in the Colleges of Liberal Arts, Jackson and Engineering) are presented in Table 9.

In 1961, female students comprised 29.2 percent of undergraduate enrollment and 37 percent of Liberal Arts enrollment (686 Jackson, no women in Engineering) and male students 70.8 percent (1128 Liberal Arts, 538 Engineering). By 1971, a steady increase in the number of women students enrolled brought the proportion of female undergraduates to 38.5 percent of total enrollment (1284 Jackson, 40 women in Engineering) or 46 percent of the total Liberal Arts enrollment. Male undergraduates comprised 61.4 of total enrollment (1458 Liberal Arts, 590 Engineering).

The ten-year period included an 87 percent increase in Jackson enrollment, as compared to a 20 percent increase in the Liberal Arts College and a 10 percent increase in the Engineering School.

Data for degrees granted from 1964 to 1971 is presented in Table 10.

In all undergraduate and graduate divisions, a 25 percent overall increase has included a slight decrease in the proportion of degrees granted to men (from 67 percent in 1964 to 64 percent in 1971) and a slight increase in the proportion of degrees granted to women (from 33 percent in 1964 to 36 percent in 1971).

There has been a substantial shift since 1964 in the distribution of B A. and B S. degrees granted to Jackson and Liberal Arts students. In 1964, Liberal Arts students earned B.A. and B.S. degrees in equal proportions, while a far greater proportion of Jackson students earned B A 's. In 1971, however, the distribution of the two degrees in both colleges was almost exactly the same.

Table 11 presents the distribution by sex of undergraduate degrees granted in each major field. Although men have continued to receive more of the degrees granted in scientific fields, the proportion of women who received degrees in the physical sciences and mathematics has increased from 23 percent to 40 percent. The number of women receiving degrees in the humanities has decreased since 1964, but has increased in the social sciences and the arts. In other areas, the ratio has remained essentially the same.

TABLE 9
UNDERGRADUATE ENROLLMENT
FALL TERM 1961-1971

	1961		1962		1963		1964		1965	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
Liberal Arts	1,128	47.9	1,165	47.5	1,197	47.1	1,127	45.2	1,220	44.6
Jackson	686	29.2	709	28.9	728	28.6	748	30.0	841	30.7
Engineering	538	22.9	579	23.6	619	24.3	619	24.8	676	24.7
TOTAL	2,352		2,453		2,544		2,494		2,737	

	1966		1967		1968		1969		1970		1971	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
Liberal Arts	1,242	44.0	1,184	41.7	1,200	40.2	1,297	42.7	1,430	43.8	1,458	43.8
Jackson	891	31.5	967	34.1	1,098	36.8	1,094	36.0	1,213	37.2	1,284	38.5
Engineering	692	24.5	685	24.2	685	23.0	646	21.3	620	19.0	590	17.7
TOTAL	2,825		2,836		2,983		3,037		3,263		3,332	

TABLE 10
ANALYSIS OF DEGREES GRANTED
1964-1971

	1964 % of Total	1965 % of Total	1966 % of Total	1967 % of Total	1968 % of Total	1969 % of Total	1970 % of Total	1971 % of Total
TOTAL DEGREES GRANTED:								
Female	33	34	36	33	32	35	38	36
Male	67	66	64	67	68	65	62	64
UNDERGRADUATE DEGREES:								
Female	41	41	41	41	36	40	41	43
Male	59	59	59	59	64	60	59	57
ANALYSIS BY SCHOOL AND DEGREE:								
Jackson								
B.A.	18	20	16	18	21	24	23	25
B.S.	6	6	8	6	7	10	12	11
% TOTAL	24	26	24	24	28	34	35	36
Liberal Arts								
B.A.	21	20	21	23	24	23	26	24
B.S.	19	18	14	18	17	17	14	12
% TOTAL	40	38	35	41	41	40	40	36
Engineering	17	20	20	20	23	18	19	18
Special Studies	20	17	20	14	8	8	6	9

TABLE 11

UNDERGRADUATE DEGREES GRANTED
BY SUBJECT AREA BY SEX

	1964	1967	1971
HUMANITIES			
% female	59	41	50
% male	41	59	50
% of all degrees	10	11	11
LANGUAGES			
% female	76	63	84
% male	24	37	16
% of all degrees	5	5	7
ARTS			
% female	83	85	73
% male	17	15	27
% of all degrees	3	3	9
SOCIAL SCIENCES			
% female	29	38	45
% male	71	62	55
% of all degrees	25	21	32
SCIENCES & MATHEMATICS			
%female	22	20	40
% male	78	80	60
% of all degrees	22	21	16
ENGINEERING			
% female	--	1	3
% male	100	99	97
% of all degrees	17	20	19
EDUCATION, ETC.			
% female	88	90	79
% male	12	10	21
% of all degrees	19	13	6

Humanities = Classics, English, Philosophy, Religion.
Arts = Drama, Fine Arts, Music.
Engineering = all Engineering majors.
Social Sciences = Child Study, Economics, History, Political Science, Sociology, Psychology.
Education = Education, Occupational Therapy.
Sciences = Biology, Chemistry, Physics

UNDERGRADUATE ADMISSIONS

The admissions process includes student applications, admission decisions, financial aid decisions, and, finally, the students' decisions whether or not to enroll. In discussing that sequence, it is important to consider the criteria employed in admissions and financial aid decisions, and the quantifiable characteristics of entering freshman classes. We have looked separately at secondary school class rank, SAT scores, extracurricular activities and other criteria as they affect the probabilities for men and women of successfully moving through the admissions process.

The five-year period 1967-71 in Table 12 reveals a strong trend towards closing the gap between applications, acceptances and enrollment for Liberal Arts and Jackson to a point where those figures are approximately the same for the class entering both colleges in 1971. A greater degree of standardization has resulted from this year's merger of Tufts and Jackson admissions staffs.

Among admitted applicants, more men enroll than women. The slight decrease over the five-year period in the percentage of accepted women who enroll is in part a result of the intensified competition for top female candidates created by the growing number of coeducational schools. That decrease has necessitated a somewhat higher acceptance rate by Jackson in order to enroll equal numbers in Liberal Arts and Jackson. Thus, within the applicant group, a woman has a proportionately greater chance for acceptance than a man; this fact would suggest that any differential in the admissions procedure is operating in favor of women rather than of men now.

It is important to evaluate the academic qualifications of men and women applicants to determine the significance of that differential. Although it is difficult to assess the relative weight given to several criteria, Table 13 presents a comparison of the most easily quantifiable characteristics of each entering class.

On the SAT verbal score, women who enrolled performed noticeably better than men who enrolled. In mathematical scores, men performed better than women. However, the differences in the women's favor were greater, and they maintained an average of 22 points differential over men on the combined SAT over five years. On one hand, women tend to perform better than men on such tests; on the other hand, the comparative lack of spaces for women in prestige institutions means that the quality of women applying to Tufts might be slightly higher than the quality of men.

On the basis of secondary school class rank, we find a consistently higher percentage of women than men in the first quintile

TABLE 12
TRENDS IN APPLICATIONS, ACCEPTANCES, ENROLLMENT, 1967-1971

	CLASS ENTERING IN FALL OF:				
LIBERAL ARTS:	1967	1968	1969	1970	1971
Number of applications	3530	3390	3905	4011	3842
Number of acceptances	537	594	698	735	738
Number enrolled	305	320	369	453	374
% of applicants accepted	15	17	15	18	19
% of applicants enrolled	9	9	9	11	10
% of acceptees enrolled	57	54	53	61	51
JACKSON:					
Number of applications	2522	2521	2765	3623	3674
Number of acceptances	606	633	625	915	753
Number enrolled	315	309	294	423	367
% of applicants accepted	25	25	22	25	20
% of applicants enrolled	12	12	11	12	10
% of acceptees enrolled	52	49	47	44	49

TABLE 13
CHARACTERISTICS OF ENTERING CLASSES

		CLASS ENTERING IN FALL OF:				
		1967	1968	1969	1970	1971
MEAN SCHOLASTIC APTITUDE SCORES:						
VERBAL	Liberal Arts	610	619	612	605	605
	Jackson	645	649	646	643	633
MATH	Liberal Arts	646	648	658	640	644
	Jackson	630	647	642	635	628
RANK IN SECONDARY SCHOOL CLASS:						
% IN FIRST QUINTILE	Liberal Arts	65	61	59	60	53
	Jackson	85	68	71	66	80
% IN SECOND QUINTILE	Liberal Arts	21	20	34	22	24
	Jackson	9	22	21	27	18

of their high school class. The five-year average percentage of women in that quintile is 77.6 percent; for men it is 59.8 percent.

Although the value of SAT scores and class ranks as measures of academic ability is being debated, it is apparent that within the present context, women candidates generally have higher scores and higher class ranks than men candidates in order to be enrolled at Tufts.

Data are unavailable for the scores and ranks of the entire applicant group; however, we gather from the profile of the class which actually enters, and from the observation of an admissions officer that "if admissions were sex-blind, we'd probably accept a 75% female class," that the female applicant group presents significantly higher academic qualifications than its male counterpart.

Another significant factor in the admissions process is the role of the Athletics Department in encouraging particular students to come to Tufts. There is no evidence that the Department participates in admissions office acceptance decisions, but it is certainly influential in forming both the applicant group and the enrolling group of men. The Department asks 600 high school coaches to recommend athletes who might be interested in Tufts; and then it corresponds with those students, sending them information about the University and its athletics program, and encouraging them to apply. It hosts 150 high school athletes from the Boston area for a day of classes and discussion programs; overnight visits with expense-paid meals are provided for 60 students accepted by the admissions office and regarded by the Athletics Department as particularly attractive.

The only comparable attention given any female candidates is the "hosting" program initiated this past year by the admissions office, which sponsored overnight visits by 26 women acceptees. Most of the women invited to participate had also been accepted by schools seen by Tufts as "competition" (Yale, Princeton, Wesleyan, etc.); the attractiveness of their academic records made them acceptable candidates.

Athletic involvement does not appear to be sufficient for admission to Tufts unless the candidate is academically qualified as well; however, such involvement may be more significant in the evaluation of some male applicants than the academic criteria on which female merit is primarily judged.

Although the Admissions Office is reluctant to label as "recruiting" the efforts of the Athletics Department to attract candidates, or its own efforts to encourage minority student applications, that label is applicable to the activity in progress. Similar "recruitment" efforts could be used to attract male candidates who are outstanding in areas other than the athletic, potential female engineering students, and female candidates with equally varied strengths. The design of the present brochure for the engineering school represents a significant effort to attract women students.

Another criterion in the evaluation of candidates appears to perpetuate the existing differential in standards. Applicants are asked to indicate their proposed major field, a question which is included in an attempt to "balance" the composition of each incoming class. A breakdown for the class of 1974 is shown in Table 14. The distribution of majors among students enrolling is roughly equivalent to the distribution among applicants and there is little solid evidence to demonstrate that students are accepted more easily if they are in a given field. However, it might be worthwhile to consider whether selection strictly along those lines may serve to maintain the traditional predominance of men in sciences and social sciences, and of women in the arts and humanities. Particular sensitivity should be given to women applicants in the sciences. It is inevitable that women follow stereotyped educational patterns if they are selected with those patterns in mind. The admissions process might play an important role in changing the stereotyped distribution of fields by accepting equivalent proportions of men and women in all fields. Specifically, the generally outstanding credentials of the female applicant group would suggest the feasibility of admitting a larger, well-qualified female population of science and social science students than is presently admitted. Such a policy change would require the active commitment of the admissions staff to a more truly "balanced" class.

The creation of a single Office of Undergraduate Admissions represents an important effort towards narrowing the legendary gap between the academic qualifications of Tufts and Jackson students. As in any merger situation, it is crucial that all parties be equally involved in policy formation and other decision-making. Differences do remain, and it would seem desirable to equalize criteria for male and female applicants.

TABLE 14
PROPOSED ACADEMIC MAJORS
Class entering 1971

Major Field	Liberal Arts	Jackson
Pre-med/dental	14%	7%
Science	22%	20%
Social Sciences	35%	18%
Humanities	11%	20%
Undecided	4%	6%
The Arts	2%	5%
5 Year Program	2%	0%
Behavioral Science	6%	14%
Education	1%	7%

FINANCIAL AID

The awarding of financial aid to Tufts undergraduates involves several steps. Initially, the Admissions Office determines which students in the applicant group are eligible for admission. Students in that group who have requested aid are referred to the Office of Financial Aid which allocates awards from the aid funds budgeted by the administration. Although the Admissions staff claims that need for aid is not a factor in individual admissions decisions, it is likely that the composition of an entering class is substantially influenced by the size of the total aid budget, because some type of award is offered to any accepted candidate whose Parents' Confidential Statement indicates need. It is therefore important to consider the stated need of the total applicant group, the need of the accepted group, the aid budget funded by the administration, and the actual distribution of awards.

Column B of Table 15 shows that applicants to the College of Engineering request aid in the highest proportions, followed by Jackson and then by the College of Liberal Arts. However, as funds are awarded, the proportions change so that, while Engineering students receive aid in the highest proportions (36 percent of enrollees receive awards), Liberal Arts students are given more support than Jackson students. Column D illustrates the extent of that discrepancy: 85 percent of the Engineering applicants and 80 percent of the Liberal Arts applicants who requested aid and are admitted enter with awards, while only 53 percent of Jackson applicants requesting aid enter with awards. While it is possible that fewer Jackson applicants actually need aid, it is unlikely that this could cause such a wide discrepancy.

Aid to freshmen is generally offered in the form of scholarship, and awards to upperclass students usually comprise a combination of scholarship, loan, and work study jobs. (Although women students tend to hold clerical work-study jobs, and men students tend to hold most of the jobs which include physical labor, all students are generally assigned a type of work they have chosen themselves. There is no evidence of salary differential between the kinds of jobs held by men and women students.) Although a student receiving aid must reapply each year, continued support on the basis of need is virtually guaranteed in some form, thus maintaining the proportionate support indicated in Column C.

The pattern of disproportionate grants to men students when compared to women students is apparently perpetuated by the administration's system of budgeting separate allocations for aid to each of the undergraduate colleges, rather than funding a single sum to

TABLE 15

DISTRIBUTION OF UNDERGRADUATE FINANCIAL AID-1971

	A Number of applicants	B % of applicants requesting aid	C % of enrollees receiving aid	D % of requests filled
Liberal Arts	3,842	30%	24%	80%
Engineering	595	42%	36%	85%
Jackson	3,674	32%	17%	53%

	E Aid to freshmen	F Aid to upper-class students	G Total Aid
Liberal Arts	$145,000	$426,000	$571,000
Engineering	$ 61,000	$244,000	$305,000
Jackson	$ 87,000	$285,000	$372,000

be awarded strictly by need. The differential between the three budgets, evident in Columns E, F, and G, is sustained each year partly because of the limitations imposed by restricted endowments (most of which are restricted to male students) and partly because of the necessity of maintaining support for those students who have entered with it.

The Director of Financial Aid has flexibly interpreted budget guidelines, often awarding "Liberal Arts" money to Jackson students, and working towards a unification of the three budget items to create a single allocation for undergraduate financial aid. Such a change would be a first step towards a more equitable distribution by sex of the available funds. Existing discrepancies between aid offered to men and women students should be rectified by awarding grants in equal proportion to the needs of men and women in the next entering class. An equitable distribution of aid would enable Tufts to recruit women students from low income families or women students from foreign countries. Equitable distribution of aid would require a change in admission policies that would lead to a change in the profile of the entering class.

STUDENT LIFE

1. COUNSELING AND JOB PLACEMENT SERVICES

The foreword to this report considers the important relationship and the frequent conflicts, particularly for women, between emotional growth and career planning. It is thus appropriate to discuss the kinds of counseling services available at Tufts in terms of their ability to help women students reconcile in a positive way the two spheres of development.

The psychologists at the University Counseling Center and the psychiatrists at the University Health Services note an increase over the past few years in the number of women seeking guidance in areas related to those mentioned above. Many women are troubled by the apparent conflict between society's expectations for them and their own desire to make career commitments in addition to, or instead of, the traditional role of wife and mother. Often the type of person a woman would like to be is drastically different from the type of person she was raised to be. In many cases, Tufts counselors have been helpful to women exploring such questions; conversations with students indicate some recent improvement in the kinds of counseling being offered.

However, we are concerned that the individual therapy provided by the Counseling Center does not acknowledge that many issues raised in the lives of individual women students are common to most women, particularly to others within a university environment. We urge the Center to consider the possibility of group counseling techniques which might be helpful in discussing common concerns before they become individual emotional problems.

The vocational guidance offered by the Counseling Center is based in part on standard occupational interest and aptitude tests. Many such tests are differentiated by sex. Because the occupational interests of most Jackson women are better represented on the men's tests, many take those tests. Both sexes are restricted by any delineation between feminine and masculine careers; guidance in this area might be improved by eliminating all sex-stereotyped testing.

Other vocational assistance is provided to students by the Career Guidance and Placement Office, which has made substantial efforts over the past year to consider in its counsel the changing roles and aspirations of women. The emphasis of the Office has been to assist students in defining career goals and lifestyles rather than to merely find post-graduation jobs.

Specifically, the Office initiated a series of Career Information Seminars especially oriented for women interested in careers in

medicine, in business, and in communications; maintains contact with women graduates who have had difficulty finding jobs other than as secretaries, clerks, and waitresses; and is developing an awareness program to help women consider some of the employment issues they may face. However, the Office is hindered by the small size of its staff and the fact that there is not time to make links between the educational program and career planning through close cooperation with academic departments and the deans' offices.

Although the scarcity of job opportunities for college graduates is a reality for both sexes, we are particularly encouraged by the interest demonstrated by the Director of the Office in that problem as it affects women.

2. THE HEALTH SERVICE AND WOMEN STUDENTS

The campus Health Service has recently become a focus for women's concerns. At many universities, women students are voicing demands for gynecological services, contraceptive distribution, and a variety of other sex-related programs. The Association of American Colleges has noted that "the job of the university of college health service is not to establish what is morally good or bad, but to do what is medically necessary: provide the best possible medical advice and treatment to a woman for all her health needs, especially those of a gynecological nature."

At Tufts, there were two major changes in the policies of the Hooper Infirmary this year: the addition to the staff of a part-time gynecologist and the dispensing of some types of contraceptives. These changes came about as a result of both student pressure and changes in the Massachusetts birth control laws. However, further changes are required before the Health Service can meet the health needs of women on campus.

The limited program of the gynecologist, Dr. Salvatore Traina (who has only three hours per week to accomodate the needs of several thousand women on campus), stems mainly from the feeling of the Infirmary doctors that a regular M.D. can handle the types of health needs which arise in women aged 18-25. "The kind of problem the gynecologist is faced with is no different than what we do here all the time, just someone else doing it also." The doctors categorize gynecology as a surgical subspecialty covering complicated problems of the reproductive system which do not usually occur in college-age women, and feel that the average female student only calls on a gynecologist for pap tests, pelvic examinations, and birth control. To a large extent, this is true but most undergraduates have been brought up to believe that gynecologists are better prepared to discuss birth control and treat gynecological problems than a G.P.

Furthermore, when an Infirmary nurse was asked why the Infirmary does not insert IUD's, she replied that a gynecologist is needed for that. This apparent contradiction, plus the sentiment on the part of women about the need for gynecological services, suggests they should be available.

The policy towards contraception and pregnancy is also a relatively narrow one. Of preventive contraceptive alternatives, only prescriptions for the pill and fittings for diaphragms are handled; no IUD's are inserted. The morning-after pill is dispensed but it is for limited emergency use only because it causes intense nausea and physical discomfort for most women.

Responsiveness of the major medical insurance plan to the health needs of women students is also limited. The plan excludes expenses resulting from pregnancy, childbirth, or miscarriage; this, presumably, from its general wording, must also exclude therapeutic abortion. Thus, when a woman student requests abortion aid, she is referred to the Pregnancy Counseling Service on Joy Street in Boston and must take care of herself from there. She is also frequently referred to a medical center in New York. There are better prepaid insurance plans, such as the Harvard Community Health Plan which provides coverage for all pregnancy-related medical care including abortions.

Most laboratory work is either handled free of charge by the Infirmary or coverage is provided under the Tufts Health Insurance Plan. However, pap smears, an important test which should be performed once each year to check for cancer of the cervix, carries an extra $5.00 charge. Pap smears should be included in the insurance policy as part of integral health needs instead of as an extra convenience.

Most doctors in this country agree that venereal disease has reached epidemic proportions. The Infirmary is equipped to ~~treat~~ diagnose both gonorrhea and syphilis.

Tufts has a very weak program of sex education and counseling when compared, for example, to the extensive and innovative program at Yale where counseling and organized education is given top priority. At Tufts, although the doctors are available to answer questions and there are a few brief pamphlets on venereal disease and contraception on the Infirmary magazine shelves, there is no organized continuing program. The Student Health Liaison Committee has sponsored, this year, several lectures by medical experts on various areas of health, including contraception and pregnancy. These lectures will not be repeated every year, however, and they are, in any case, attended by so many people that personal interaction is kept to a minimum. The Experimental College and the Womens Courses have initiated somewhat more comprehensive programs in sex education for womem, primarily. A better effort directed toward sex counselling for both sexes is still needed.

According to the publication of the Association of American Colleges, many universities have moved far ahead of Tufts in recognising and developing programs to meet the health needs of women. At the end of this report are recommendations for some changes in the area of health care for women and sex counseling for men and women.

3. COURSES ABOUT WOMEN

In the past two years, several courses dealing specifically with women have been offered. Courses offered by departments have included "Women in History," "Sociology of Women," a freshman English seminar on "Prisoners of Sex," an inter-departmental course "Psychological, Social, and Historical Perspectives on Woman," and several Winter Study period seminars led by women in their disciplines ("The Feminine Image in French Literature," "The Psychology of Women," "Images of Women in Popular Culture"). The Experimental College has sponsored "Issues of Radical Feminism," and "Cross-Cultural Studies of Women." An introductory biology course has included a substantial unit dealing with female physiology and sexuality. However, with the exception of the History 51 and Psychology 152, the previous courses will not be given in 1972-73. A freshman Explorations group on "Women" will be offered this fall by the Experimental College, and a set of women's studies courses is planned for the spring by the Experimental College.

Students working on a Plan of Study in Women's Studies have found it necessary to fulfill their requirements with independent studies, since there are neither enough courses to complete the major nor any coordination between those which exist. Several women faculty members have been helpful as sponsors for projects such as "Women and the Law," "The History of Women's Education," and "The Status of Women in Tufts University."

Several of the courses that have been given were taught by faculty members who have left or will soon leave the university, or by temporary instructors in the Experimental College. In several cases a "women's course" was considered supplementary to an instructor's normal load. The two courses presently offered, however, are part of the regular course load of the faculty members.

Courses about women meet several needs. As an academic discipline, the study of women and the family uses the resources of history, psychology, biology, sociology, literature and other fields to explore questions which have not yet been considered or have only been studied from the traditional perspective and one discipline. Courses about women criticize the images and positions of women in our society.

In addition, these courses make both women and men students more conscious of the role of women in society and more aware of the nature of sex discrimination. This awareness can, in some cases, encourage action to bring about social change. For these reasons, we urge the university to develop and support research on women in all the relevant disciplines.

In addition, we urge all professors to examine their present courses to ensure that material about women is included where appropriate.

4. THE WOMEN'S CENTER

In January 1972, a Women's Center was organized, to serve as a forum for discussion and action on issues concerning women at Tufts and in the larger society by a group of students concerned about the lack of cummunication among women in the university.

In the spring of 1972 the administration made available a small room in Miller Hall which housed a collection of literature about a variety of women's issues. This space will not be available in the year 1972-73. Some funds were donated to the Center by the Dean of Students and by the Tufts Community Union.

The Center worked in cooperation with the Jackson Dean's Office and the Office of Equal Opportunity to sponsor a Women's Film Festival, dinners for women students, faculty and staff, and several discussion and consciousness-raising groups. Several women affiliated with the Center started the Tufts University Abortion Action Coalition (TUAAC) as a chapter of a national organization fighting for the repeal of abortion laws and repressive sexual legislation. Several women in the Center have felt a need to become more active in working to improve the status of women at Tufts and they plan to do so in the coming year.

THE CONTINUING EDUCATION PROGRAM

The Continuing Education Program began in the fall of 1970 following a year of program development by Deans Antonia Chayes and Bernice Miller. Initially the program included ten students. It has now grown to include a total of 42 women enrolled as B.A. or joint-degree candidates. Four women have already been graduated; and one has been accepted directly into graduate school without a B.A.

The Tufts program is one of the few in the country designed specifically for low income women who have demonstrated their commitment and ability through work experience and community leadership. The women, ranging in age from 29 to 50, all have married and many have children. They have returned to school to gain the skills and background necessary to become more effective in their own fields or to enter new fields not previously opened to them because of their limited education.

The University has provided five scholarships each year to entering students and has absorbed the administrative overhead of running the program. A grant from the Whitney Foundation for a Study Group to explore the problems of continuing education in the Boston area has directly involved participants in program development and provided them with some additional income. Under the auspices of the Study Group, administrators of Boston area continuing education programs have met and are now establishing priorities and moving towards greater complementarity in program development.

Continuing Education students at Tufts are invited to take one seminar which is limited to members of the program. They choose the rest of their courses from among the regular offerings of the University. A primary purpose of the program is to encourage the mutual learning that can take place when older and younger students are in the same classroom. As the director of the program, Dean Judith Laskaris, said in her annual report: "For Jackson students particularly, the opportunity to look at the struggle and rewards of work for mature, married women is critical." Such an experiment provides additional perspectives to young women who are making decisions about family and work.

During the first year, Continuing Education students had many difficulties. The University asked them to adapt to an academic program designed primarily for 18-22 year olds, yet many students felt that the curriculum was not appropriate for their needs and that the support services of the University offered little to older students. Faculty members were uncertain about what older students expected and were often patronizing. The women themselves had difficulty defining their goals and feared their efforts to reach these goals might end in failure. Experience on the part of the University and the women has resolved some of these problems; others have been considered by a student-faculty committee, which has, among other things, designed a proposal which would enable older students both to apply for credit for their work experience and to design a curriculum that complements their prior experience.

Tufts will remain a university primarily for young students who can learn from students who have experience dealing with the conflicts between family and work. The Continuing Education Program is also valuable for those older men and women who seek higher education. To realize these benefits, the University must more fully accept the Continuing Education students into its life.

STUDENT BACKGROUNDS, ASPIRATIONS AND PERCEPTIONS

The Questionnaire: A ten-page self-administered questionnaire was given to a sample survey of students in March 1972 as part of our investigations. With few exceptions, the questions had precoded answers from which the respondent picked one. The questionnaire took about twenty minutes to complete. (Appendix B contains the questionnaire and distribution of responses, separately for men and women.)

The questionnaire was distributed by male and female student volunteers to students in specified sections of both uni-sex and co-ed dormitories. The volunteers were instructed to give questionnaires to equal numbers of students from each class. Students in the sample were instructed in a cover letter that the questionnaire would be completely anonymous and that their completed responses should be returned to the room of the distributor within a few days time. Some questionnaires were collected directly from respondents and were returned to the study group anonymously.

However, the final sample of returned questionnaires may not be as representative of the original group to which questionnaires were administered because of the following factors: the possible tendency of distributors to include in their sample people in known sympathy to the women's movement, the similar tendency of those people to respond in high proportions, and the incomplete follow-up of the collection process.

Given the difficulties of efficient collection, however, the response rate was high. Closer follow-up procedures used in some male dormitory sections may have contributed to the slightly higher male response. Sixty-one percent of males and 57 percent of females questioned returned completed questionnaires. We have no way of telling whether those who returned the questionnaire were more concerned about women than those who did not. However, it is important to note that the questionnaire's title included the word "student" and made no reference to men or women.

The Sample: The population which did respond can be initially characterized through a look at questions 1, 2, 4, 5, 6, 7, 30, 31, 32, and 33.

--152 males and 143 females responded to the questionnaire.

--Of the respondents, 26 percent are Protestant, 14 percent Catholic, 32 percent Jewish, 8 percent "other;" 20 percent did not respond. (The breakdown is roughly equivalent to the Tufts population at large.)

--According to students administering the questionnaire, less than a dozen respondents are black.

--Fifty percent live in uni-sex dormitories, 42percent in co-ed dormitories, four percent off-campus, two percent in a fraternity house. There was a relatively low response from males living in all-male dorms; however, a carefully collected sample from a fraternity brings the total number of males from uni-sex housing to equal the corresponding number of females from uni-sex housing.

--Distribution of female respondents is virtually equal among the four classes; among males, there was a slightly greater response from sophomores and juniors.

--Although there are equivalent concentrations of males and females around the middle of the GPA (grade point average) spectrum, there are more males at the lower end and more females at the upper end. This is not surprising in view of the relative qualifications of students admitted to Jackson and Tufts. Another factor to be weighed is the relatively stricter grading scale in fields which have been considered traditionally "masculine," such as engineering.

--Students in the sample have parents who, for the most part, are highly educated and occupy high-status jobs.

Forty-one percent of the fathers and 54 percent of the mothers of students responding completed college. Forty percent of the fathers completed either a graduate or professional degree, as contrasted with 14 percent of the mothers (including only two mothers among 141 responses holding professional degrees).

Fathers' occupations are concentrated at the upper echelons: 15 percent are professionals (law or medicine); 55 percent hold managerial positions in business; six percent are in social service or education.

Twelve percent of the mothers have never been employed; 27 percent have not been employed during the student's lifetime. Those mothers who have worked have occupied very different positions from their husbands. Only .3 percent of mothers in the sample are professionals; .7 percent are in managerial positions, 13 percent in clerical positions, 17 percent in teaching or

service occupations. Nearly half of the mothers are not employed outside the home, although many do volunteer work.

Data is not available to permit a comparison between the sample and the Tufts population as a whole.

Student Aspirations: Sections of the student questionnaire on aspirations considered students' plans for careers, marriage, family and combinations of those goals. We have attempted to determine those factors in the students' backgrounds and in their experiences at Tufts which may have influenced the development of their aspirations in those areas.

The most conspicuous observation drawn from the data is the overwhelmingly high educational aspirations of all students in the sample.

Nearly 90 percent of respondents of both sexes aspired to earn a degree beyond a B.A. or B.S. (question 19). However, women have more modest aspirations than men. Sixty-five percent of the men and 32 percent of the women hoped to earn an M.D., J.D., or Ph.D.

Students of both sexes reduced their expressed hopes when asked which degree they thought they would actually earn (question 20). Nearly 75 percent still expected to earn a graduate degree. The decline in aspirations for women students, however, is greater than for men students: half of the women who aspired to earn either professional or doctoral degrees expected to succeed in doing so, while two-thirds of the men shared that expectation.

Financial reasons were seen as cause for reduced expectations by nearly ten percent of all respondents (question 21). Cited by slightly more males were factors related to the amount of time and concentration of effort necessary to an advanced degree; slightly more females mentioned "personal plans."

Students were questioned about the career plans they had when they entered college, and about any changes since that time (question 14, 15). Women, in slightly higher proportions than men, have become more certain of their future occupations since they entered Tufts. Although data is incomplete on actual choices made by either sex, we note a greater proportion of changed plans among women than men; a substantial number of women changed from their previously expected "future occupations" to the teaching field (question 16, 17). (Placement Office data on the post-graduation activities of 1969, 1970 and 1971 graduates, presented in Table 16, indicates a decrease in the number of women who enter teaching.)

We have no data on the fields in which men or women wish to do graduate work; however, nearly all of the women who currently aspire

TABLE 16

POST-GRADUATION ACTIVITIES

DISTRIBUTION OF RESPONSE	1969	1970	1971
Liberal Arts	81.0%	79.2%	73.6%
Engineering	98.0	92.5	87.5
Jackson	82.0	90.0	79.0
GRADUATE SCHOOL			
Total	36.8	37.0	39.5
Liberal Arts	46.0	45.5	43.8
Engineering	27.3	30.0	40.4
Jackson	32.0	30.4	34.0
TEACHING			
Total	9.4	8.5	9.2
Liberal Arts	5.4	3.9	4.5
Engineering	0.0	1.6	2.3
Jackson	16.8	15.9	14.9
MILITARY			
Total	11.0	7.8	3.3
Liberal Arts	----	9.2	4.8
Engineering	----	10.7	5.5
Jackson	----	0.0	0.4
EMPLOYMENT			
Total	32.0	28.2	26.1
Liberal Arts	21.9	22.8	20.8
Engineering	67.1	39.8	42.0
Jackson	25.0	28.0	22.6
SEEKING EMPLOYMENT			
Total	----	9.7	11.7
Liberal Arts	----	10.0	14.5
Engineering	----	4.0	6.3
Jackson	----	12.5	11.9
UNDECIDED AND/OR NOT SEEKING HELP			
Total	----	8.8	10.2
Liberal Arts	----	6.5	7.9
Engineering	----	6.5	6.3
Jackson	----	13.0	17.0

Statistics from Tufts Career Guidance and Placement Office

---- Information not available

to earn either the M.D. or J.D. degrees expect to succeed in doing so. This suggests that women with unusually high aspirations may tend already to possess the confidence and commitment necessary to fulfill them while women expressing goals only slightly higher than traditional patterns are more easily discouraged from pursuing them.

We do not wish to overemphasize postgraduate or professional degrees as measures of satisfying or successful careers. Certainly a diversity of life styles and occupations may be pursued both with and without advanced educational credentials. We are merely concerned that the University encourages women as well as men undergraduates to explore the full range of possibilities for themselves. We also realize that more research about the patterns of student goals and choices is required.

Marriage and Family Plans: Twenty percent of respondents of both sexes "don't know" if they will marry (question 39). Of those who do expect to marry, women expect to do so younger than men (question 40).

Approximately 20 percent of both sexes "don't know" if they will have children; a small number (two percent of men, seven percent of women) did not expect to (question 41). However, this is a significant increase, given the fact that several years ago few men or women considered not having children. Most of the students desiring to have children expect to have two (question 42).

Four percent of women expecting to have children predicted taking no time off from their careers; nine percent expected to take less than a year. A large group of women do not expect to work until their children are in school; an equally large percentage are undecided (question 43, 44).

Only 45 percent of men responding definitely expected to take no time off from their careers for parenthood, with another 33 percent undecided. Forty-seven percent of men and 57 percent of women expect "both parents" to "assume the major responsibility for daily child care" (question 46).

Whether or not the expectations expressed in questionnaire responses will actually be fulfilled, it appears that some traditional assumptions about marriage and family patterns are at least being questioned.

Most respondents of both sexes predicted that they would be more comfortable in a marriage where the husband was earning more than the wife. However, we note that men say they would accept the reverse situation more readily than women would.

Student Backgrounds: We do note some patterns in the backgrounds of students responding to the questionnaire which may be significant.

When asked, "How do you feel about your pursuing an occupation or career?", women responded more favorably than men (question 22). Both men and women found female peers more supportive than male peers (question 25, 26). Women perceived their fathers as slightly more supportive than their mothers (question 23, 24), and perceived greater support from female faculty members than male students did (question 28). Moderate support from male faculty was perceived by both sexes (question 27). (This section did not consider specific career choices, merely the decision to have a career.)

Overall, women expected substantially more education than their mothers had (question 31); male aspirations were comparable to those of their fathers (question 30).

Mothers of women were employed more often and they more frequently held professional, managerial or teaching jobs than mothers of men, 59 percent of whom were housewives (question 33). Women felt more positively than men had about their mothers working during their childhood (question 38).

Advising System: Few students felt that the type of advice their advisor gave them would be different had they been of the opposite sex (question 62). However, men students found their advisors generally more helpful, especially in the area of graduate school plans, than women students did (question 59). Most students gave the advising system at Tufts a negative overall evaluation; in many respects this seems to be as much of a problem for all students as it is for women students.

Males were substantially more pleased than females with assistance they received, in the areas of college plans, choosing a major, and graduate school plans, from the Tufts counseling service and the career guidance and placement office (questions 63-68).

Students were presented with four hypothetical situations and asked to evaluate them on a continuum ranging from "always happens" to "never happens:"

> A Tufts professor says women generally do not have the kind of mind suitable to a particular field (question 69).
>
> A Tufts professor says there are no career possibilities in a field a woman has expressed interest in (question 70).

A Tufts professor takes the ideas of his/her female students less seriously than those of his/her male students (question 71).

A Tufts professor acts familiar and flirts with female students (question 72).

Women students considered all four situations to occur more frequently than men did, and they especially noted in their own experience the third and fourth items.

Only 11 percent of women students found Tufts "actively concerned with improving women's status" (question 53).

PART FOUR

RECOMMENDATIONS

This report is intended as a beginning, to raise issues and questions for further study. It has pointed to some areas in which equal opportunity is a reality for women at Tufts and has suggested some areas for improvement. This section contains some recommendations for change which will help make educational and employment opportunities at Tufts similar for both men and women. We feel that improving the position of women on campus is one part of a broader goal to improve the quality of life for all members of the Tufts community.

To date the group that has been giving greatest consideration to the place of women within Tufts University is the President's Advisory Council for Women and Minorities. While the Council began its work slowly, there is evidence that in some areas it has been effective. We urge the Council to continue its work, and hope that some of the questions and issues raised in this report can assist the Council.

The Council is a university-wide body and, while we believe a university-wide approach is essential for many issues, we feel that in some areas, particularly relating to the education of undergraduate men and women, there is need for a special focus on the Medford campus. Therefore, we urge that the Dean of Jackson College assume a larger role in serving as a focus for communication about women's issues and for coordination of activities relating to women on the campus. Under the aegis of the Jackson Dean, representatives from the offices of Career Guidance and Placement, Counseling, Health Servies, Equal Opportunity, the Dean of the Colleges and the Dean of Students, Publications and Admissions should meet regularly to review the ways in which each of these offices views women and communicates these attitudes to the students and faculty. We are particularly concerned about information and support undergraduates receive about planning for the future.

If the entire community can work cooperatively toward achieving equal opportunity, the community should be fully aware of the position of women on campus, as well as the goals of the university. The lack of complete information fosters mistrust and misunderstanding. We therefore recommend

> that Tufts University make public its affirmative action plan,

so that all employees and supervisory personnel will be aware of existing policies and procedures relating to sex discrimination.

While portions of the plan have been revealed, the goals and timetables, which are the essence of any program, remain confidential.

The interests of women should be of concern to the entire community. For this reason, we question the value of creating a special position to deal exclusively with women. With few exceptions, special assistants for women's affairs have been isolated and excluded from the development of university-wide policy. Suggesting that any constituency needs special attention often shifts concern away from the insights and advantages the constituency brings to the university to the costs and special needs of that group. The appointment of a special assistant to deal with women often has the effect of relieving other university officials of that responsibility.

At the same time, a woman who has demonstrated an awareness and concern for the status of women's education at Tufts should be included in the development of university policy. It is not sufficient that she be called in as a consultant for matters explicitly related to women; the context and background of every decision is important.

We believe that, unlike other coordinate situations, Jackson College can remain as an entity without detracting from the "co-education" experience of Jackson and Tufts undergraduates. Financial aid, admissions, career guidance and placement, and alumnae activities, which are sources of concern at other coordinate colleges, are already substantially merged at Tufts. At the same time, the existence of Jackson College, and specifically the presence of a Dean of Jackson, has served as a focal point both within the university and outside of it for the university's interest in women. In addition, the Dean of Jackson College must be fully involved in the development of university policy. The present policy of combining the Jackson Deanship with another job, Associate Dean of the Faculty, is an appropriate step. With adequate staffing, the person who serves as Dean can fill both roles.

Because the data from the Personnel Office has been limited, we have found it difficult to conduct an extensive analysis of the sources of discrimination at Tufts. Under the direction of John Koenig, the Office is now attempting to make changes along the lines suggested by the President's Advisory Council, the revised Affirmative Action Plan of March 1972, and this report. These areas include:

1. Record-Keeping. We strongly recommend that the present record-keeping practices be improved. Complete and accurate data must be readily available in a systematic form to enable a continuous

evaluation of the university's ability to provide equal opportunity for all employees.

2. Job Descriptions. "A program will be designed and implemented to conduct an initial program of job descriptions and job performances to ensure consistency and accuracy between the written job description and actual job performance."--Affirmative Action Plan. A program of job classification is necessary to determine whether female and male employees are holding essentially the same jobs, even if there are differences in title. We recommend that this program be developed immediately.

3. Salaries. We recommend a review of wages to identify unjustified differences in wages. Salary scales need to be developed to clearly define consistent wages for each job classification throughout the university.

4. Promotion. "A program will be designed and implemented to conduct periodic reviews recording the qualifications of all employees to ensure that every employee, including minority persons and women, is given full opportunity for promotion, and ensure that employees' skills are fully utilized... At all times when an employee is passed over in a promotion, justification will be required in writing from the supervisor."--Affirmative Action Plan. Because a number of women have questioned whether they have the opportunity for promotion and advancement, we recommend a careful and thorough implementation of such a program.

5. Personnel Vacancies. A list of anticipated openings at all levels should be publicized, with as much concrete information as possible. While the personnel office has been publicizing staff vacancies, information about faculty vacancies is not generally known.

6. Recruitment. "In areas where women are underutilized, women candidates will be actively sought. Professional women's organizations and other women's groups will be contacted for candidate referrals. All interested candidates will be encouraged to apply."--Affirmative Action Plan. This report illustrates that women are underutilized in many areas throughout the university. We recommend that the Affirmative Action Plan's statement on recruitment be enforced.

Areas that have not yet been given special consideration and review include:

7. Interviews. Application forms and interviews should be adjusted to include volunteer work as well as previous job experience. Many women applicants have not been part of the paid labor force,

yet have had experiences which would enhance their qualifications for job openings.

In addition, in interviewing women for jobs, the university must ensure that questions are not asked of women applicants that probably would not be asked of men (e.g., intention to marry or have children, number or age of children, spouse's occupation, income, or likelihood of transfer).

8. Secretaries. We recommend that secretaries and clerks be recognized as an integral part of each office and department. Their ideas and opinions should be sought. We further recommend the end to the practice of asking secretaries to do personal chores for their supervisors, such as fetching coffee, writing checks, polishing furniture, watering plants, and running errands outside the office. If, for any reason, such personal services are required, they should be included in the job description.

9. Childbearing Leaves. Present policies relating to childbearing leaves and benefits apply specifically to non-professional employees. We recommend that childbearing policies apply to all female employees, married or unmarried. Such a policy should be stated explicitly.

Under present policy, a woman is guaranteed a two-month leave of absence for childbearing. She can then return to her original job or one with comparable status and pay. However, this policy requires her to begin her leave at the end of her eighth month of pregnancy, a requirement that is contrary to recent guidelines issued by the Office of Federal Contract Compliance. Many women would like to continue working beyond this period, and they should be entitled to do so as long as they have the permission of their own doctor. Similarly, their own doctor's approval should be sufficient for their return to work.

Present policy also requires a woman to notify her supervisor as soon as she is aware of her pregnancy. Women should be aware of the advantages to their own health and safety if those working with them know of their pregnancy but they should not be required to report their pregnancy. Women who may choose to have an abortion may find this requirement particularly offensive. If this policy were rephrased to say, "as soon as she is aware that she is going to have a child," it would exclude those women who may wish to terminate their pregnancy.

After considerable investigation, the Citizens' Advisory Council on the Status of Women has recommended that childbearing be considered the same as any other temporary disability and that Tufts urge the health programs in which it participates to adopt such a policy.
(See page 52 of the text.)

10. Childrearing Leaves. We recommend that Tufts make available childrearing leaves to both men and women, with reemployment rights. While the university may wish to limit the number of childrearing leaves an individual may take, the total length of time made available should be at least equal to leave for military service. Non-tenured faculty taking leave should be allowed an extension of their appointments for the amount of leave requested.

11. Annuities. Women and men presently contribute the same percentage of their salary to the Teachers Insurance and Annuity Association - College Retirement Equities Fund (TIAA-CREF). However, on retirement women receive a smaller proportion of their contribution per month than men do. While this discrepancy is based on actuarial tables, we believe that it is arbitrary and discriminatory towards women.

12. Tuition Free Courses. Employees are allowed to take courses "if their schedule can be arranged with their supervisor in advance..." We recommend that, in order to ensure a consistent policy, all supervisors be required to allow employees to arrange their regular work schedule so that one course could be taken each semester if the employee should so desire. Furthermore, we recommend that the Personnel Office and supervisors inform employees of their right to take courses and that an academic dean be identified to help employees select courses and register.

13. Senior Administrative Appointments. Presently the President's Administrative Advisory Group, which meets regularly to define and develop university policy, includes no women. The next vacancy at the top administrative level should be filled by a woman.

14. Day Care Center. Day care is an essential service which women, both students and employees, require. Tufts has a responsibility to continue providing this service as best it possibly can. At the same time, as a university it should encourage research and experimentation that will enable low-cost quality day care to become a reality in the United States.

The University should continue to support the existing center. In addition, the University Resources Office should assist the Center in seeking outside funding. Improved ways of helping parents meet the tuition costs should be explored with the Office of Financial Aid and the Personnel Office.

The next set of recommendations relates primarily to student services:

15. Admissions Standards. We urge the Admissions Office to take advantage of its recent unification to further standardize acceptance

criteria for men and women applicants. Such standardization should include greater flexibility and a broadened conception of both male and female applicant strengths. The university might consider filling its next vacancy in the Admissions Office with a female scientist.

16. Financial Aid. We recommend that the University combine allocations made to Liberal Arts, Jackson, and the College of Engineering for financial aid to fund one budget for undergraduate financial aid, and that grants be awarded by need. If an imbalance remains, we urge the University to actively recruit women from lower income families.

17. Counseling. We urge the University Counseling Center to consider developing a program of group counseling and discussion and to discontinue the use of sex-biased occupational interest and aptitude tests.

18. Health Services. We recommend that the University Health Service develop a comprehensive program of education, counseling, and medical services related to sexuality and birth control. This should include a survey asking specific questions about student health needs; addition to the staff of a woman physician in the next medical opening and a part-time sex and family-planning counsellor; the involvement of the Student Health Liaison Committee and additional women students in hiring of medical personnel and in developing an ongoing series of courses, lectures, and discussion groups on human sexuality. We further recommend that the University Library acquire and shelve on open stacks materials concerning sex education and health.

19. Women's Studies. The University should offer a variety of courses in women's studies and should consider the development of a major in that field. Departments and individual faculty members should work to integrate material on women into existing curricula.

20. Women's Center. The University should continue to financially support the Women's Center and should provide space for a Center which can be used by all women in the University.

21. Continuing Education. The University should solicit outside funds for financial aid to women in the Continuing Education Program, and should develop ways to better integrate the experiences of those women into their Tufts education and into the education of other Tufts undergraduates.

Because of limited time and information, we did not explore several programs and departments in the University from the point of view of women. We urge that a detailed analysis of policies and

programs in the following areas be completed as soon as possible:

22. The Professional Schools. Preliminary data suggests that the number of women in these schools, both as teachers and students, is small. But we need to know more about the talent pool available, policies relating to admissions, financial aid, and living conditions. In some cases the staff of these schools has been included in our data, but again a careful study of ranks and salaries is required.

23. The Graduate School of Arts and Sciences. Sixty percent of the graduate students in the faculty of Arts and Sciences are women; the Dean of the Graduate School is also a woman who has been unusually sensitive to the needs of both male and female students. However, an investigation of whether some policies of the Graduate School are easier for male than female students to conform to should be made.

24. Staff Training Programs. Recently the University has sponsored training programs for non-professional employees. To what extent do these programs prepare women for lower paying, dead-end jobs and men for better paying, better status jobs? While this pattern has been documented for most federal government training programs, we do not know if this is true at Tufts.

25. The Library. Those of us who have taken courses about women have benefited from the Library's small but good collection. In addition we have been grateful for the use of the Schlesinger Library at Radcliffe. But in the next year those teaching courses about women should work together with the Library staff to ensure that the limited resources are used in the most effective way.

26. Benefits. Some specific recommendations about benefits have been made above. However, a careful examination of the entire benefit structure is required. Most benefit packages are designed for the male head of a family. Large life insurance policies, college tuition remission programs, and some family health plans simply do not take into account the needs of women employees. For example, it may make sense to develop a broader range of choices and permit families to choose between programs. For many families, a program that assisted with child care costs would be the most useful.

27. Part-Time Employees. For many men, as well as women, part-time employment opportunities give an individual a chance to maintain professional links in the academic world while pursuing another outside interest, from employment to childrearing. Imaginative use of part-time employees can add depth to the University. At the same time, we realize that there has been a tradition of giving part-time employees a fringe status. We urge the University to adopt a policy towards part-time employees that takes into account the fact that some

part-timers will have only minimal commitment to the University while others will have a primary commitment to the University. This second group should be given opportunities for promotion in accordance with their ability and should be assured of benefits on a pro-rated basis. This report has not considered the position of the University's part-time personnel and we urge that a study of this group of employees be made as soon as possible.

28. Athletics. A common source of complaint, and sometimes court action, has been the differential between budgets allocated for men's physical education and women's physical education. These differences are reflected in the salaries of the coaches and teachers, the amount and quality of the equipment, and the number of options open to participants. We recommend a careful review of the Tufts and Jackson athletic programs to see if the interests of men and women athletes are being met equally.

APPENDICES

Appendix A contains the questionnaire administered to all women employees at Tufts in March 1972, and a numberical tabulation of responses to each question.

TOTAL RESPONSES

I. General Information

1. On which campus are you employed? (1) Boston 108 (2) Medford 189

2. In what department or office do you work? _____

3. The following job classifications are used in Tufts Affirmative Action Plan. Please indicate which general heading your job would come under:

Monthly Employees: (1) Administrative 48 (2) Technical 22

Bi-Weekly Employees: (3) Office 126 (4) Technical 32

Hourly Employees: (5) Office 7 (6) Technical 32

Faculty:17(7) Do you have tenure? (8) Yes 11 (9) No 29

4. Please check whether you are employed full or part time.

(1) Full Time 228 (2) Part Time 74

5. If you are employed part time, please indicate the number of hours you work per week. _____.

6. How many years have you been employed at Tufts? 0-2: 144; 3-5: 69; 6-10: 49; 11-15: 17; 16-20: 7; over 20: 11.

7. Please indicate any degrees earned and the date of the degree.

HS or A	BA	MA	Dr.	Prof.
15	69	45	18	8

8. Please check the appropriate age range:

(1) Under 25 73 (2) 25-35 81 (3) 35-45 46 (4) 46-55 60

(5) Over 55 38

9. Are you married? (1) Yes 154 (2) No 139

10 Why did you select Tufts as your place of employment?

93-Convenient location

4- Good chance for promotion/tenure

28-Want to work at a Univ.

59- Other (personal)

85-Good job offer

48-Academic (Or work) envir. good

Please skip to either section II, III or IV.

II. Faculty page 2.
III. Monthly staff, page 7.
IV. Bi-Weekly and Hourly staff, page 11.

If, after reading through the questionnaire you feel that you would prefer not to complete it, please check here and return it to the Office of Equal Opportunity in Miner Hall. _____ .

II
FACULTY ONLY

11. To the best of your knowledge how does Tufts' treatment of you as a woman faculty member (in terms of salary, promotion, etc.) compare to the way other academic institutions treat their women faculty?

(1) Tufts is better 10 (2) About the same 15 (3) Other places better 6

12. What, if any, specific advantages do you feel that Tufts offers women faculty that they might not receive at other institutions?
5-Less Discrimination against women here
3-More women employed here 2-Other
26-None, Blank
2-No basis for comparison

13. What, if any, specific disadvantages do you feel you have experienced as a woman faculty member at Tufts that you might not have experienced at other institutions?
1-Fewer women in my area 1-My Dept. not comparable to total University
1-Less chance for promotion
6-Lower salaries 1-No basis for comparison
26-None, Blank 2-Other (prejudice against faculty wives, employed p-t for f-t teaching load)

The following questions relate to issues that have been of concern to faculty women at other institutions. Please indicate what relevance you feel they may have for you as a woman faculty member at Tufts.

14. Do you believe that it was more difficult for you than for an equally qualified male to get a faculty appointment at Tufts?

(1) 6 Yes (2) 4 Think yes, not sure (3) 9 Don't know (4) 9 Not sure, think no (5) 10 No

If yes, please explain._____

_____

15. Do you believe that your salary is as much as that of your male colleagues?

(1) 4 Yes (2) 5 Think yes, not sure (3) 9 Don't know (4) 5 Not sure, think no (5) 16 No

16. Do you feel that you have the same oppo tunity for advancement as your male colleagues?

(1) 5 Yes (2) 7 Think yes, not sure (3) 9 Don't know (4) 5 Not sure, think no. (5) 10 No

If no, please explain._____

_____

FACULTY SECTION CONTINUED

17. How does your work load (teaching load and other responsibilities) compare to that of your male colleagues?

(1)3 Much greater (2)8 Somewhat greater (3)23 Equal (4)__ Somewhat less (5)__ Much less

If not equal, please explain._____

_____

_____

18. Do you believe that you enjoy as many opportunities for professional discussions of research and teaching with your colleagues as do the male members of your department?

(1)26 Yes (2)5 Think yes, not sure (3)2 Don't know (4)1 Think no, not sure (5)2 NO

19. Do you have as many opportunities to attend professional meetings, participate in scholarly projects, etc., as do the men in your dept.?

(1)26 Yes (2)3 Think yes, not sure (3)1 Don't know (4)2 Think no, not sure (5)4 No

20. Have you ever co-authored a paper or a book or done a joint study with a member of your department?

(1)7 Yes (2)30 No; (3)4 Male (4)__ Female

21. ...with a graduate student or a post doctoral fellow:

(1)4 Yes (2)33 No; (3)2 Male (4)1 Female

22. If yes, have you encountered attitudes toward women that have created difficulties with the performance of your scholarly work or inhibited cooperation with your collaborator?

(1)2 Yes (2)15 No Comments_____

_____

23. In departmental meetings are your opinions generally given as much attention as those of your male colleagues?

(1)22 Always (2)9 Frequently (3)5 Sometimes (4)2 Rarely (5)__ Never

FACULTY SECTION CONTINUED

24. How would you describe the behavior of the majority of male members of your department toward you?

(1) 33 friendly to you as a person and as a colleague
(2) 1 respectful to you as a colleague but not friendly
(3) 2 friendly to you as a woman but not as a colleague
(4) ___ tolerant
(5) 1 condescending
(6) 1 critical
(7) 3 other (specify)_____

25. How would you describe the behavior of the other women faculty in your department toward you?

(1) 31 friendly to you as a person and as a colleague
(2) 1 respectful to you as a colleague but not friendly
(3) ___ friendly to you as a woman but not as a colleague
(4) 3 tolerant
(5) ___ condescending
(6) 1 critical
(7) 1 Other (specify)_____
(8) 6 no other women in my department

26. Approximately how many students come to you either for career counseling or personal counseling each semester?
(1) women 0-5: 10 51-200: 31 (2) men 0-5: 15 51-200: 1
6-50: 21 over200: 1 6-50: 11 over 200: 1

27. Of this number how many are graduate students?
(1) women 0-5: 12 (2) men 0-5: 8
6-50: 5 6-50: 2

28. Of the total number of students seen how many do you refer to the counseling center for career counseling and information?
(1) women 0-5: 12 (2) men 0-5: 4
6-50: 1 6-50: 1

29. Approximately how many graduating students are you able to help in obtaining employment each year?
(1) women 0-5: 10 (2) men 0-5: 6
6-50: 4 6-50: 2

30. Do you feel that the men in your department are as helpful in getting jobs for women graduates as they are for equally qualified men graduates?
(1) 10 Yes (2) 4 Think yes, not sure (3) 15 Don't know (4) 3 Think no, not sure (5) ___ No

31. As far as you know, have any of the women students that you have counseled experienced any situation where equal opportunity was denied to them because they are women?
(1) 9 Yes (2) 7 No (3) 17 Don't know

FACULTY SECTION CONTINUED

31. (Cont.)

If yes, please give example._____

_____

32. As far as you know, have any of the secretaries or other non-faculty women in your department experienced any situations where discrimination against them as women might be involved?

(1) 4 Yes (2) 10 No (3) 22 Don't know.

If yes, please give example._____

_____

33. Have you ever worked as a part time faculty member either at Tufts or at anothe institution?

(1) 27 Yes (2) 10 No

34. If you have not worked as a part time faculty member, would you like to have the option of part time employment made available to you?

(1) 6 Yes (2) 7 No (3) 6 Undecided

CONTINUE to QUESTIONS FOR MARRIED FACULTY MEMBERS if applicable. If not applicable, skip to Section V, page 15.

QUESTIONS FOR MARRIED FACULTY MEMBERS

35. When you were interviewed for a job at Tufts were you asked about your husband's job and future plans?

(1)10 Yes (2)11 No

36. Is your husband employed at Tufts?

(1) 5 Yes (2)18 No

37. If yes, is he employed in the same or a different department?

(1) 1 Same (2) 4 Different

38. If yes to number 36, did you have any difficulty in obtaining employment at Tufts because your husband was employed here?

(1)___Yes (2) 5 No

39. If your husband is not employed at Tufts, is he employed at another academic institution in this area?

(1) 7 Yes (2) 8 No (3)___If yes, where?_____

40. Are you aware of any women who haven't been employed at Tufts because of nepotism practices?

(1) 2 Yes (2)17 No

SKIP TO SECTION V, Page 15.

MONTHLY EMPLOYEES ONLY

41. Did you take your present job at Tufts because you felt Tufts might have more to offer a professional woman than other institutions you were considering?

(1) 11 Yes (2) 10 No (3) 47 Not a factor I considered

42. To the best of your knowledge how does Tufts treatment of you as a professional woman (in terms of salary, promotions, etc.) compare to the way other academic institutions treat the professional women they employ?

(1) 4 Tufts is better (2) 35 About the same (3) 16 Other institutions generally better

43. What if any specific advantages do you feel that Tufts offers professional women that other institutions might not offer?

35-none, 6 - more accepting women here, 17 - other (Con't Educ., free courses, size of Univ. AA plan, day care) 9- no basis for comparison

44. What, if any, specific disadvantages do you feel you might have experienced at Tufts as a professional woman that you might not experience at other institutions?

41- none, 5-less chance for promotion 7 lower salaries, 7 no basis for comparison, 8-other (not allowed resp. no feeling of career

The following questions relate to issues that have been of concern to professional women at other institutions. Please indicate by your responses what relevance you feel these issues have for you as a professional woman at Tufts.

45. When you were interviewed for a job at Tufts were you asked about your husband's job and future plans?

(1) 14 Yes (2) 17 No (3) 33 Not married

46. Is your immediate supervisor a man or a woman?

(1) 48 Man (2) 15 Woman

47. Do you believe you could do your supervisor's job?

(1) 17 Yes (2) 22 No (3) 3 Don't know (4) 20 Could do with additional training

MONTHLY EMPLOYEES CONTINUED

48. Would you apply for your supervisor's position if it were open?

(1) 12 Yes (2) 46 No

49. Do you work in a job that is traditionally a "woman's job?"

(1) 42 Yes (2) 23 No

50. If yes, do you feel that any of the following changes would occur if a man were to be employed in your position?

Salary would be higher A. (1) 28 Yes (2) 12 No (3) 6 Don't know

Duties would change B. (1) 21 Yes (2) 13 No (3) 10 Don't know

(Specific changes you think would occur: C. (1) 8 higher salary, 6 His opinions would be sought, 7 less duty,petty job, 2 more responsibility, 1 no waitress work, 2 other

Position would receive more respect D. (1) 13 Yes (2) 18 No (3) 11 Don't know

Greater opportunites for advancement E. (1) 15 Yes (2) 17 No (3) 11 Don't know

Job title would change F. (1) 8 Yes (2) 17 No (3) 3 Don't know

Other, please specify: _____

_____

(IF you work in a traditionally "woman's job", please skip to question 54.)

(IF you do not work in a job that is traditionally a "woman's job" please answer questions 51, 52, and 53.

51. Do you feel that it was more difficult for you to obtain your present position than it would have been for a man?

(1) 4 Yes (2) 4 Think yes, not sure (3) 2 Don't know (4) 3 Think no not sure (5) 17 No

52. Do you believe that your pay is as much as that of the men in your office in the same position with the same experience?

(1) 8 Yes (2) 4 Think yes, not sure (3) 3 Don't know (4) 2 Think no not sure (5) 10 No

If no, please explain. _____

_____

53. Do you feel that you have the same opportunity for advancement as your male colleague? a man?

(1) 11 Yes (2) 6 Think yes, not sure (3) 3 Don't know (4) 3 Think no, not sure (5) 11 No

If no, please explain. _____

_____

54. If you were a man, do you feel that your professional opinions would be taken more or less seriously in your office than they are now?

(1) 2 Change (2) 29 Somewhat more (3) 27 No change (4) 4 Less

55. Would this be true for the (1) 5 Men, (2) 6 Women (3) 23 Both, in your office

IF, in your job, you work with students, please answer questions 56, 57, and 58.

56. Approximately how many students do you work with each semester?

(1) Number of Women 1 (2) Number of Men _____

57. Do you believe that women students generally seek you out because they see you as a positive role model?

(1) 12 Yes (2) 14 No (3) 10 Don't know

58. As far as you know, have any of the women students that you have worked with experienced any situations where equal opportunity was denied to them because they were women?

(1) 7 Yes (2) 12 No (3) 20 Don't know

If yes, please give example. _____

_____

59. How would you describe the behavior of the majority of male members of your department toward you?

(1) 48 friendly to you as a person and as a colleague
(2) ___ respectful to you as a colleague but not friendly
(3) 15 friendly to you as a woman but not as a colleague
(4) 1 tolerant
(5) 3 condescending
(6) 1 critical
(7) 1 other (specify) _____

MONTHLY EMPLOYEES CONTINUED

60. How would you describe the behavior of the other women faculty in your department toward you?

(1) 57 friendly to you as a person and as a colleague
(2) ___ respectful to you as a colleague but not friendly
(3) 1 friendly to you as a woman but not as a colleague
(4) 1 tolerant
(5) ___ condescending
(6) ___ critical
(7) ___ other (specify) _____
(8) ___ no other women in my department

61. Are you aware of any problems regarding hiring, promotion, salary, tenure (or other) that faculty women may have experienced because they are women?

(1) 15 Yes (2) 19 No (3) 2 Don't know

If yes, please specify type of problem. _____

_____

62. As far as you know, have any of the secretaries or other non-faculty women in your department experienced any situations where discrimination against them as women might be involved?

(1) 15 Yes (2) 28 No (3) 17 Don't know

If yes, please give example. _____

_____

SKIP to Section V, Page 15.

IV.
BI-WEEKLY AND HOURLY EMPLOYEES

63. When taking your present position at Tufts did you feel that Tufts would offer you specific advantages as a woman employee that other institutions might not offer?

(1) 25 Yes (2) 150 No

64. If yes, please list specific advantages. none

164 - no response, 1 no basis for comparison, 6 - hope for advance

13 - other

65. What, if any, specific disadvantages do you feel that you have experienced as a woman employee at Tufts that you might not have experienced at other institutions?

131 - no response, none, 13 - no basis for comparison,

21-low salary, 2- same everwhere, 20-other

66. Did you enter Tufts through a training program?

(1) 8 Yes (2) 167 No (3) If yes, which program? 2 Northeast-Tufts Dental 1 MA5; 2 job 70; 1 typing extra

67. If yes, did this program lead to advancement and/or salary increase for you?

(1) 9 Yes (2) 8 No

68. Have you taken advantage of Tufts tuition plan to take courses?

(1) 38 Yes (2) 143 No

If not, why not?:

(a) ___ Not interested

(b) ___ Unable to arrange schedule with Dept. Chairman

(c) ___ Other (specify) SEE ATTACHED

"I'm here in BOston. Courses I would be interested in are in Medford. There is no night school. It would require a large chunk of my day to attend classes on the hill." (2) (continued)

Question 68 continued

Biweekly Office Boston:

Too long to travel to Medford - Transportation problems (10)
No night courses for graduate school.
Part time scheduling doesn't allow for courses (2)
Too busy to leave desk (3)
Working at night twice a week
Never informed that anyone existed (4)
"I had attempted to but had no cooperation with Medford campus. I understand that they are trying to discourage employees from taking courses."
Mislead by personnel into thinking I could take courses at Mass. College of Art. Impossible to take courses.
"No one cares that I improve myself since they would lose their slave labor."

Biweekly Office Medford:

No time with home responsibilities
Too busy at job (9)
Had to drop class because of work schedule
Didn't know of any tuition plan
Tried to take a course; given static from professors to get the time (8:30 - 9:30) and then hedded (?) by faculty and students - only a secretary and shouldn't be out of the office
No space in course (3)
"This year employees were not able to take free courses at Tufts."
"I didn't like course schedules being broken up into so many chunks through the week. It means that I would have to be making up work time constantly and inconveniencing my fellow employees. More evening classes.
Classes not in my field of interest (2)
Evening classes
Really didn't feel that I should ask for time off from a "part-time job, and I don't have any other "spare time."

Biweekly Technical Boston:

Unable to get to Medford easily (6)
All courses taken must be job related now
Family obligations
Difficult to take grad. courses and make up work
"I was mislead into believing I could take free courses, but no courses available after 5."
No transportation into Medford
Attending Boston University undergraduate

Biweekly Technical Medford:

Time not available (3)
Course I wanted not offered at Tufts
Don't work enough hrs. to qualify
Family schedule (3)
Not enough schooling

continued

Question 68 continued

Hourly Medford Technical and Office:

"don't know of any (2)
Never had the opportunity
"Was over age limit."
Only work a few hours a week
Don't have time
Young children at home
No bookkeeping course available
Can't fit into schedule

BI-WEEKLY AND HOURLY EMPLOYEES CONTINUED

69. If you would like to take courses but have been unable to do so, do you have any comments or suggestions for making Tufts courses more available to you?

SEE ATTACHED

Biweekly Technical Medford:

Should be able to take one class without making up time

continued

70. Have you, or would you be interested in taking specific courses that would improve your work performance (e.g. typing or shorthand for secretaries)?

(1) 25 Yes, have taken (2) 46 Yes, would like to (3) 87 No

71. Were you hired for a position that is generally regarded as "a woman's job?"

(1) 168 Yes (2) 16 No

IF Yes, please answer questions 71 and 72.
IF No, please answer questions 73, 74 and 75.

72. Do you believe that your salary is lower than it should be for the amount of work you do?

(1) 103 Yes, Tufts salaries are generally low.

(2) 20 Yes, Salaries in my field are generally low.

(3) 34 Yes, (Comment) _____

(4) 19 No

73. If yes to question 71, do you believe that you are asked to perform duties in your daily work that a male holding your position would not be asked to perform?

(1) 28 Yes, and I consider this a part of my work and am glad to do it.

(2) 17 Yes, and I dislike this situation *

(3) 26 Yes (Comments) _____

(4) 79 No

*Please give examples of any duties in this catagory that you dislike

_____

Question 69 continued:

Biweekly Technical Boston:

Offer more courses at 5 PM rather than early morning (3)
Have courses on the Boston campus (4)
Like to be able to take prof. courses in Boston
Seminars and lectures suited to re-certification of dental asst.
Allow employees to be dismissed from work to take courses
More Sat. Courses
Shuttle service from Boston to Medford

BI-WEEKLY AND HOURLY EMPLOYEES CONTINUED

74. If no to question 71, did you experience any difficulties in obtaining your job that you feel a man would not have experienced?

(1) ___ Yes (2) 1 Think yes, not sure (3) 2 Don't know (4) 1 Think no, not sure (5) 41 No

75. If no to question 71, do you believe that your salary is as much as that of your male colleagues?

(1) ___ Yes (2) 18 No (3) 22 Don't know

76. If no to question 71, do you believe that you have the same opportunity for advancement as your male colleagues?

(1) 8 Yes (2) 3 Think yes, not sure (3) 8 Don't know (4) 7 Think no, not sure (5) 12 No

77. Is your supervisor male or female?

(1) 103 Male (2) 75 Female

78. Do you think you could do your supervisor's job?

(1) 32 Yes (2) 47 Yes, with training (3) 14 Don't know (4) 80 No

79. Would you apply for your supervisor's job if it were available?

(1) 26 Yes (2) 135 No

80. Do you feel that being a woman has prevented you from obtaining promotions and/or salary raises?

(1) 28 Yes (2) 11 Think yes, not sure (3) 29 Don't know (4) 21 Think no, not sure (5) 88 No

81. If you feel that you have in any way been denied equal opportunity as a woman employee, do you believe this is a result of practices of any of the following people:

(1) 10 Men supervisors
(2) 6 Women supervisors
(3) 1 Men co-workers
(4) 1 Women co-workers
(5) ___ All men in office
(6) 4 All of the above
(7) Others (specify:) 28
(8) 83 Have not been denied equal opportunity

BI-WEEKLY AND HOURLY EMPLOYEES CONTINUED

82. Do you know of any woman you work with that has been denied equal opportunities because she was a woman?

(1) 12 Yes (2) 148 No (3) 5 If yes, please specify type of problem.

_____

_____

83. Would you like to have specifically planned opportunities to get together with other employees in your area?

(1) 58 Yes (2) 74 No

84. What do you consider to be the most helpful thing Tufts could do to improve your present work situation? _____

SEE ATTACHED

Biweekly Office Boston:

CONTINUE with section V, Page 15.

Ex-College coordinators on hourly wage - hinderance for type of administrative job they are trying to do.
Provide space where secretaries could meet and exchange ideas.
Job counseling for women
Better office space (3)
Improved insurance coverage
Tufts needs to be more organized
Music in office
Air conditioning the office
Change job title and salary to be equal to those in other depts.
Courses (5)
Salary improvement (8)
Four day week
Improve accoutning office
Need additional secretary in office
More English courses
"Short of firing all the chauvinists, I don't think of anything particularly helpful."
More stimulating work/distribute more fairly
Opportunity for advancement (3)
Treat women with more respect
Too many members of the same family in one dept. and causing friction

Biweekly Office Medford:

Enforcing regulations
Revise job classification and wage scales (4)
Provide adequate janitor services (2)

Question 84 continued

"Stop the caste system at Tufts. Unless one is on the administration level you are denied many privileges."
Change the general attitude of people on campus.
Improve physical facilities (6)
Increase salaries (15)
Include secretaries on faculty mailing lists
Part time help
Promotion to administrative assistant or research assistant
Realize and pay accordingly for amount of responsibility assumed (5)
Hire a human relations (T group or other) specialist to work on attitudes of library staff. The tension is almost unbearable!
Raise the pay and employ about 20 young men (single)
More privileges to part time employees
It is satisfactory; I'm happy (2)
To hold informal get togethers for the people who work at Fletcher.
"Consider that department secretaries are entitled to at least as many privileges as Ballou secretaries - especially their wage scale."
We are definately treated as "middle class" citizens and paid on a "middle scale" when our responsibilities (at least mine) are just as great and sometimes greater than the "Ballou girls."
Get the cost of the Day Care Center lowered for mothers working and can't really pay the 1/2 price.
Allow student employees equal salary and employment opportunitues as regular qualified employees.
Explain to supervisors that secretaries are human
(1) Initiate Credit Union
(2) Receive pay for unused sick time
(3) A decent health plan, a portion, at least paid for by Tufts

Biweekly Technical Boston:

Raise salaries (10)
Should have been told there was no upward mobility when hired
Great amount of in-family hiring in dept. - causes friction
Would like to take vacations when students are gone in winter - was told by Medford Personnel office that they should take only summer for vacation
Women's staff room
Better opportunities for advancement
Change sick leave policy
Two coffee breaks
Better snow removal
Better insurance policy
Free health clinic

Biweekly Technical Medford:

More space to work in
Improve salaries (3)
Hire more student help or give present help more hours
Train dental assistant in expanded duties and raise salaries
"Allow me to work 21 hours so that after 4 hrs, I may get some of the benefits that I am entitled to." (2)
Eliminate discrimination on the basis of the level of education obtained
Be able to talk with someone to better understand work.
Courses

Question 84 continued

Boston Hourly:

Increase salaries (3)
Abolish split shifts

Medford Technical and Office Hourly:

Keep floors washed and waxed
Better salaries (3)
Give eight hours of work daily
"Personnel should get to know their workers and take over any problems presented to them."
Make allowance for extra help when regulars are sick.
"As a part time dish washer over 65, I am very satisfied among my pots and pans."

V.
ALL WOMEN

85. Are you familar with or have you ever taken advantage of Tufts insurance benefits?

(1) 102 Yes, have used them.

(2) 91 Yes, familiar with them

(3) 96 No

86. If yes, do you feel that they are adequate for you as a woman?

(1) 105 Yes

(2) 54 No

(3) If no, what changes would you suggest: _____

_____

87. Are you familiar with Tufts maternity policy?

(1) 56 Yes (2) 210 No (3) If yes, do you have any comments or suggestions on the policy? _____

_____

88. Have you ever taken advantage of Tufts maternity leave?

(1) 6 Yes (2) 255 No

89. If you answered yes to number 87, did you find the policy adequate?

(1) 8 Yes (2) 6 No (3) If no, what changes would you suggest?

_____

_____

90. Would you favor a policy of paternity leave for fathers similar to Tufts maternity leave policy?

(1) 99 Yes (2) 69 No (3) 99 Don't know

91. Have you ever used Tufts health service?

(1) 183 Yes (2) 96 No

ALL WOMEN CONTINUED

92. Do you have any comments concerning the services the health service is able to provide women employees?

169 no comment, 22 too expensive, 25 inadequate, 13 full time gyn, 43-other(service good, print list of services (1) birth control info. (2) Dr.s unsimpathetic to women (3) add woman Dr.

93. Do you think that academic departments should revise their course content so that more material on women will be included?

(1) 82 Yes (2) 44 No (3) 114 Undecided

94. Do you think that Tufts should be teaching specific courses in women's studies?

(1) 104 Yes (2) 56 No (3) 86 Undecided

95. What do you feel is Tufts' present attitude towards women?

(1) 79 Concerned and actively seeking equal opportunity

(2) 53 Concerned but not active for equal opportunity

(3) 45 Concerned about individual women employees but not about equal employment opportunities

(4) 29 Unconcerned about women at Tufts

(5) 2 Opposed to equal opportunity

(6) 43 Other (specify) _____

(7) 5 don't know, not sure

(8) 6 no comment

96. If you have been at Tufts more than five years, do you feel that the position of and attitudes towards women have changed?

(1) 4 Yes, great positive change (2) 50 Yes, some positive change (3) 40 No change

(4) 2 Yes, some negative change (5) ___ Yes, great negative change

Please comment on your answer:

ALL WOMEN CONTINUED

97. Do you feel that there are actions that need to be taken to improve the status of women at Tufts?

(1) 121 Yes (2) 58 No

If yes, what do you consider to be the most important specific actions that the university should take to improve equal employment opportunities?

SEE ATTACHED ALSO

Biweekly Office Boston:

Increase female students ; Increase female faculty and administration (3

Develop pay scale and eligibility program for raises

(continued)

98. Are there any other programs or ideas that you feel would be of particular interest to women in general that you would like to see initiated at Tufts?

SEE ATTACHED ALSO

Faculty Boston:

Day Care for Boston campus (2)

Faculty Medford:

Programs initiated: Day Care facilities
"Tufts is not conforming to Order No. 4.
Seminars for undergrads, greater contact with mature women." (3)
Organized activities for women faculty, students and staff
Part time benefits
More emphasis on advising female students about opportunities in banking, law and executive training programs. CONTINUED

IF you are a working mother, please complete the next section. If not, please skip to question 109, page 19.

Question 97 continued

Improve salaries (3)
"Sound board" sessions to hear grievances
Equal pay (2)
Hiring discrimination eliminated
Respect for secretarial jobs.
Courses in Women's Studies
Encourage training or re-training programs for women (2)
Hire male secretaries
Information and education on employment problems and women
Encourage women to take courses
Encourage women to advance

Biweekly Office Medford

More women in administration (7)
Equal pay (7)
Job descriptions
Job advancement
HIgher salaries (3)
Increased vacation time - as faculty have
More women faculty (2)
Part time and maternity leave opportunities
Flexible timing for completion of graduate work
Evaluate job with supervisor before raises each year
Inform faculty of staff responsibilities related to their teaching
Integrate (sexually) all jobs and encourage feedback
This question requires much thought and there is not enough time allowed for return of the questionniare
Award pay increases to all women employees to make them equal or better than those of women employed in the Boston area.
Make employees aware of openings before going outside of the University (2)
Hire more black women in positions offered - administration, office, faculty, etc.
Review promotion policies - if someone is able to perform at a higher level, then he/she should be given an opportunity to do so.
Eliminate intellectual snobbery

Faculty Boston:

Actions to improve status of women
Equal pay (3)
Equal appointments (3)
Ability to benefits proportionally for part time employees (1)

Faculty Medford:

"Tufts should think of women as people, and entitled to the same treatment as men."
Each department report on what it is doing
Specific actions:
Review of salaries as function of education quality (8)
(I have reason to believe that within each faculty rank, lowest salaries are paid to women."
Active recruitment of women (4)

continued

Especially in predominately male departments
Encouragement of women students
Public discussion of issues
Equalization of numbers and faculty and staff employees
Improved benefits for part time faculty
Maternity leave policy for faculty (2)
End sexist attitudes (3)
Better secretarial salaries
Benefits for part time faculty (5)
Upward mobility for sec and other non-professionals
Review of women's status and listening to their ideas

Biweekly Technical Medford

Emphasis on "on-the-job-training."
Encouragement for continuing education
Decent salaries

Biweekly Technical Boston

Raise salaries
Equal pay
More women administrators and department heads
Actually hire male secretaries
More women professors and department chairmen
Continuing Education for All

Hourly Medford Technical and Office

More positions open to women
Bigger Day Care

Monthly Boston and Medford

"Evaluate the attitudes of those in the position to hire and promote employees to find out where there are pockets of resistance to equal opportunity."
More representation of women on committees
Sensitivity sessions for women and men supervisors (3)
Courses for women (3)
MOre women hired and promoted to higher academic and administration postions (19)
Disability pay for a limited maternity leave
Equal salaries (11)
HIre women at all levels
Safe working conditions (Boston campus area unsafe.)
Women employees should be treated equally (4)
MOre black women in all areas
Advertise job openings with women's organizations (3)
Development and publication of salary scales (3)
Pay secretaries more (3)
Maternity leave policy for administrative and faculty women (2)
Make AA Plan public
Form committee on the status of women
More support for day care
Give women equal chance at traditional men's jobs

Question 98 continued

Information about student attitudes toward women faculty
More programs for intermingling with women in the community.
Seminars on women
Consciousness raising group

Biweekly Office Medford

Grievance Committee for women employees
Opportunities for bi-weekly women to get together
"Evaluation of the free tuition benefit as to whether it is possible to implement."
More evening courses (2)
Rap sessions for women employees - all levels
Get together with continuing education women
Questionnaires for women grad students
Day Care good
Better lighting for parking lots and campus
Fairness
Don't have separate programs for women. Men could learn a lot from us.
Better communication between administration and departments
A larger women's center - to include lounge with faculities to eat lunch and gather informally with other women; a library, perhaps a sort of "experimental college" on a smaller basis that could be geared specifically for women's interest and studies.
I intend to take advantage of more courses in the future and I hope this will be encouraged and information made available to everyone. There seems to be a communication gap re programs and benefits.
Newsletter. Informing employees of activities available to them and decisions made concerning them.
This is supposed to be a university - not a community clubhouse for "women-in-general."
MOre training, skill advancement programs and seminars on topics of interest to women.

Monthly: Boston and Medford

Group sessions with women in related fields to disclose problems (6)
Day Care Center in Boston (3)
Sharing as people, dinner's good example
Different role models of women on campus available to students
Educational courses on the Boston campus
Politically oriented programs
Grad. degree in women's studies
Panel discussion on women's employemnt (3)
More awareness of women's issues by supervisors (3)
MOre support of women's center (3)
More women on staff persuaded to take courses (3)
More day care facilities
Female administrative staff treated like bi-weekly payroll employees. Males treated like administrative
Nursing and health program.

Biweekly Technical Boston

Day Care in BOston (4)
Advancement in educational opportunities

CONTINUED

Question 98 continued

Questionnaire given to male employees to see how much male chauvinism exists.

Biweekly Office Boston

Descriptive material about each of Tufts' employees
Programs presented to each new employee
Day Care for Boston (3)
Form groups to discuss problems in specific areas

Biweekly Technical Medford

"I would like to see more information on the women's liberation movement available and greater publicity Tuft's efforts to eliminate sex discrimination."

Boston Hourly

More pay
Labor union
Pay scale to work accomplished and further education

WORKING MOTHERS

Questions 99 through 108 are for working mothers:

99. When you were seeking employment at Tufts were you asked about your children?

(1) 69 Yes (2) 26 No

100. Number of children: _____

101. Ages of children: 1 mo. to 5:28; 6 to 11: 38; 12-18:63; over 18:72

102. Are any of your children in the Tufts Day Care Center?

(1) 8 Yes (2) 85 No

103. If so, how many? _____

104. Are any of your children at Eliot Pearson?

(1) 4 Yes (2) 86 No

105. If so, how many? _____

106. Have your children participated in any other Tufts program for children?

(1) 5 Yes (2) 67 No

summer camp 5
magic circle 3
tuition plan 7
swimming 2

If yes, please specify program: Tutoring 3

107. Do you have any comments or suggestions concerning Tufts child care facilities?

SEE ATTACHED ALSO

Faculty Boston

Suggestions on Day Care: Day Care for Boston

CONTINUED

108. Are there any other services or facilities you feel Tufts should be providing for working mothers

(1) 14 Yes (2) 30 No

(continued on next page.)

Question 107 continued:

Can burden of expenses be shared according to need?
Seem good (3)
Needs financial support
Continued support of Day Care Center (3)
Still underutilized as a resource by Child Study
"I was asked by my Department Chairman this year why I left my children in the care of "someone else" in order to work.

Biweekly Office Medford

More information on programs available to staff
Keep it up - the best thing being done
"I don't think Tufts wants to be actively involved with Tufts Day Care Center. It's more of a bother and aggrevation than anything else. I think they should take a more positive and permanent attitude towards it.
Day Care Center should receive more funds so that additional toilets can be built (at present only 2 toilets per 60 children and teachers) and to hire a full time janitor to thoroughly clean the Center once a day.
Although I realize that a Day Care Center cannot practically be set up for "untrained" children under 2-1/1, it would be very useful if the D.C.C. could at least list names of mothers on the campus who are running or participating in "play groups" for younger children.
Yes, we need to get out of debt, so the tuition wouldn't be so high. This is a main problem. I find it hard to deal off!!

Hourly Medford Technical and Office

Should start at an earlier age
Age limit raised so grade school children could attend

Monthly Boston and Medford

None at Boston campus
Day camp facilities should be available (3)
Morning and afternoons in the summer
Take older children during the summer

WORKING MOTHERS CONTINUED

If yes to question 108, please specify: _____

_____

***

The following questions reflect issues of more general concern in equal employment opportunities. What is asked for is simply your opinion on a few of these things.

109. Do you feel that the following positions are suitable for men only, women only, or both?

	Men only	Women only	Both
(1) Department chairman	12		239
(2) President of the University	41	1	208
(3) Librarian	1	14	236
(4) Ground maintenance worker	120		127
(5) Director of Purchasing	11	2	238
(6) Mail carrier	64		187
(7) Secretary	3	36	213
(8) Accounting clerk	2	6	244
(9) Carpenter	100		148
(10) Cashier	3	5	243
(11) Director of Grounds and Buildings	94	4	153
(12) Cafeteria Line	5	13	228
(13) Union steward	31		201
(14) Custodian	88	3	154
(15) Fund raiser	5	3	231

110. Are there any specific jobs that you feel should be strictly men's jobs?

91 - jobs that require strength
8 - security police
10 - leadership positions
148- none
16- Other

111. Are there any specific jobs that you feel should be strictly women's jobs?

19 - secretarial - clerical
13 - general services (nurse, cafe, maid)
208 - None
22 - Other

112. Do you feel that it is important that women hold high level administrative positions within an institution?

(1) 23 Yes (2) 14 No

113. Do you feel that salaries for men and women at each job level should be the same?

(1) 239 Yes (2) 10 No

If no, what should the difference be based on? (e.g. family responsibilities, merit?) 10 merit; 2 yrs of service; 3 family to support

114. As a woman, do you prefer working for a male or a female supervisor?

(1) 65 Male (2) 8 Female (3) 182 No preference

115. Do you feel that women make good supervisors?

(1) 24 For women only

(2) 205 For both men and women

(3) 20 Women don't make good supervisors

116. How would you feel about working with male secretaries or clerks?

205 Fine 7 Dislike idea 8 Uncertain

7 Don't know 21 No Comment 7 Other

117. Would you be interested in working with others to improve the status of women at Tufts?

(1) 92 Yes (2) 87 No

If yes, please be sure to fill out page 22 so that we can have you name.

Thank you.

Appendix B contains the questionnaire administered to 600 male and female undergraduates in March 1972, and a percentage breakdown of responses by sex for each question.

FIGURES INDICATE PERCENTAGE OF TOTAL RESPONSE.

PLEASE CIRCLE OR FILL IN APPROPRIATE ANSWERS.

1. Sex: 1. Female 48.5 2. Male 51.5

2. Religion _____

	M	F
1. Catholic	31	35
2. Protestant	13	23
3. Jewish	39	39
4. Other	16	3

3. College : 1. Jackson 2. Liberal Arts 3. Engineering 4. B.S.O.T. 5. Combination degree 6. Museum School

	1.	2.	3.	4.	5.	6.
M	0	74	23	0	3	0
F	86	0	4	8	1	0

4. WHere do you live? 1. Unisex dorm 2. Coed dorm 3 Fraternity

M	44	46	10
F	59	38	

5. Year: 1. '72 2. '73 3. '74 4. '75 5. '76

M	19	30	30	21	
F	22	27	25	25	

6. Grade - point average _____.

	M	F
1. below 2.5	8	2
2. 2.5 - 3.0	25	15
3. 3.0 - 3.3	41	48
4. 3.3 - 3.6	12	20
5. 3.6 - 4.0	9	13

7. Major _____ breakdown not available
If unknown, check here _____.

8. When you were much younger, were you ever fascinated with a particular type of occupation that you have since abandoned?
8 What was it? 8A Why did you abandon it?

8.	M	F
1. Professional	43	74
2. Sports	10	2
3. Religious	2	0
4. "Kids' dreams"	44	23

8A.	M	F
1. Grew up	64	32
2. Lacked skills	26	52
3. Was discouraged by others	10	16

9. Did anyone or anything try to dissuade you from that occupation?

	1. parents	2. school	3. friends	4. self	5. society	6. noone
M	11	1	1	5	4	74
F	14	2	1	0	3	79

10. Did anyone or anything try to persuade you to pursue it?

M	13	2	7	5	3	69
F	22	4	6	0	1	65

11. Who encouraged you the most to go to college?

M	50	1	1	14	27	9
F	63	5	1	10	18	3

12. Did anyone discourage you? Why?

	M	F
Yes	9	19

13. Do you see the one most important purpose of your undergraduate education as:

M	F	
7	5	1. Preparation for graduate school
13	11	2. A practical preparation for a career
37	40	3. A general personal and intellectual development
2	0	4. An opportunity for meeting people and forming social relationships
41	44	5. All of the above
		6. Other (specify) _____

FOR THE NEXT TWO QUESTIONS, PLEASE PUT AN "X" ON THE APPROPRIATE SPOT ANYWHERE ALONG THE CONTINUUM LINE.

14. As of this time, have you decided on your future occupation?

	Very certain	Certain	Tentative	Uncertain	Very uncertain
M	19	30	28	14	
F	16	36	36	12	

15. When you entered college, did you know what occupation or career you wanted to pursue?

	Very certain	Certain	Tentative	Uncertain	Very uncertain
M	20	24	30	24	
F	10	30	30	30	

16. At that time, what career did you want to pursue?

(see attached page)

17. Have you changed your mind? If so, to what?

(see attached page)

18. Do you plan to go to graduate school? (Check answer.)

M	F	
41	28	1. Immediately after graduation
15	25	2. After some time off
5	8	3. Not at all
37	36	4. Haven't decided

19. Under ideal conditions, which is the highest degree you aspire to earn?

M	F	
6	8	1. B.A. or B.S.
22	51	2. M.A.
35	12	3. M.D., D.D.S., J.D. (law)
30	20	4. PhD.
2	3	5. Other (specify)

20. Which is the highest degree you think you will actually earn?

M	F	
18	18	1. B.A. or B.S.
30	54	2. M.A.
31	10	3. M.D., D.D.S., or J.D.
12	6	4. PhD.
2	3	5. Other (specify) _____.

21. If you marked different degrees in questions 20 and 21, what is the reason for the discrepancy?

	M	F
1. MONEY	8	8
2. TIME/CONCENTRATION	16	12
3. personal plans	2	7
4. DOUBT ABILITY	3	2

PLEASE PUT AN "X" ON THE APPROPRIATE SPOT ON THE CONTINUUM LINES (or check the space at right if you don't know).

How do you think the following people feel about your pursuing an occupation or career?

		Very favorable		neutral		Very unfavorable		Don't know
22. Yourself	M	68	20	2			8	
	F	80	14	0			1	
23. Father	M	80	8	1			6	
	F	80	14	3			3	
24. Mother	M	82	10	0			5	
	F	76	17	3			1	
25. Peers of opposite sex	M	57	24	0			16	
	F	44	40	1			13	
26. Peers of same sex	M	47	34	3			13	
	F	62	24	2			9	
27. Male faculty member	M	45	15	0			37	
	F	43	16	0			37	
28. Female faculty member	M	32	11	1			52	
	F	44	12	0			41	

Question 16: When you entered college, what career did you want to pursue?

Question 17: Have you changed your mind? To what?

	16. Male	Female	17. Male	Female
1. Medicine/law	45	18	12	7
2. Business	7	6	2	1
3. Teaching	8	20	2	7
4. Paraprofessional	0	19	1	5
5. Communications	3	6	1	3
6. Arts	3	9	1	5
7. Engineering	25	4	2	3
8. Academic research	8	16	3	5
9. Haven't changed mind			37	30

Question 32: What type of work does your father do?

Question 33: What type of work does your mother do?

	32. Male	Female	33. Male	Female
1. Professional	25	20	2	4
2. Business- managerial	51	60	2	9
3. Business - clerical	3	2	12	16
4. Teaching / research	7	6	17	19
5. Bluecollar	5	4	1	2
6. Housework	1	1	59	41
7. Other	--	1	2	5
8. Deceased or not w/ family	5	3	1	1

29. Spouse, boyfriend, girlfriend

Very favorable		neutral		Very unfavorable	Don't know
M 52	16	1		25	
F 50	20	5		23	

30. How much education did your father have? Be specific.

	M	F
1. HIGH SCHOOL	12	16
2. COLLEGE	45	40
3. GRADUATE DEGREE	27	24
4. PROFESSIONAL DEGREE	14	18

31. How much education did your mother have? Be specific.

1. HIGH SCHOOL	27	29
2. COLLEGE	58	53
3. GRADUATE DEGREE	13	15
4. PROFESSIONAL DEGREE	0	1

32. What type of work does your father do? Be specific (If deceased or not with family, please indicate).

see attached page

33. What type of work does your mother do? Be specific (If deceased or not with family, please indicate).

see attached page

FOR NEXT TWO QUESTIONS, PLEASE CHECK ALL APPROPRIATE ANSWERS.

34. Was your mother employed at all when you were:

M	F	
12	12	1. 5 years or younger
12	16	2. 6 - 10 years
13	15	3. 11 - 15 years
12	20	4. 16 years and over
31	24	5. Never employed during these periods
16	8	6. Never employed at all

35. If your mother did not work, do you remember her ever expressing:

M	F	
18	17	1. A desire to work
10	10	2. Dissatisfaction with the housewife role
1	1	3. Disapproval of women who work
5	7	4. Disapproval of mothers who work
40	26	5. None of these

PLEASE PUT AN "X" ON THE APPROPRIATE SPOT ON THE CONTINUUM LINES
(or check the space at right if you don't know.)

How did the following people feel about your mother working at any of the times listed in Question 34?

36. Mother — Very positive ____ Very negative — ____ Don't know

	Very positive			Very negative	Don't know
M	38	21	5	23	
F	50	15	5	12	

37. Father — Very positive ____ Very negative — ____ Don't know

	Very positive			Very negative	Don't know
M	29	24	11	22	
F	36	19	12	17	

38. You — Very positive ____ Very negative — ____ Don't know

	Very positive			Very negative	Don't know
M	30	27	10	22	
F	43	23	8	10	

39. Do you expect to marry?

M	F	
77	75	1. Yes
1	1	2. No
20	20	3. Don't know

40. If yes, at what age would you like to marry? ____

40.		M	F
	1. 20-22	6	15
	2. 23-25	30	40
	3. 26-29	34	15
	4. 30 and over	.6	4

41. Do you expect to have children?

M	F	
76	68	1. Yes
2	7	2. No
18	20	3. Don't know

42. If yes, how many? ____

42.		M	F
	1. 1	1	3
	2. 2	53	54
	3. 3	12	8
	4. 4 or more	5	3

43. If you have children, do you expect to take time off from your career?

M	F	
12	59	1. Yes
45	4	2. No
33	26	3. Don't know

44. How long would you expect to take off? ____

44.		M	F
	1. none	[illegible]	4
	2. 3 mos. or less	1	1
	3. 6 mos or less	1	3
	4. 1 yr. or less	1	5
	5. until child is in school	0	37
	6. more than 10 years	6	2

45. Do you think in general that women must make a choice between career/occupation and marriage/family?

	Always	Often	Sometimes	Seldom	Never
M	1	48	32	7	
F	3	43	41	6	

46. If you marry and have children, who do you expect to assume the major responsibility for daily child care?

M	F	
45	33	1. Mother
1	0	2. Father
47	57	3. Both parents
		4. Not applicable

How would you feel if your spouse were earning:

47. More money than you?

	M	F
Very comfortable	37	58
Neutral	46	38
	20	2

Very uncomfortable

48. The same amount of money as you?

	M	F
Very comfortable	39	43
Neutral	54	50
	5	6

Very uncomfortable

49. Less money than you?

	M	F
Very comfortable	40	17
Neutral	55	54
	4	25

Very uncomfortable

FOR THE NEXT TWO QUESTIONS, MARK THE APPROPRIATE SPOT ON THE LINE.

50. Most women become less truly feminine when they compete in the professional world.

	M	F
Strongly agree	17	2
Neutral	30	16
	47	76

Strongly disagree

51. A woman who doesn't want to bear children will probably never feel really fulfilled.

	M	F
Strongly agree	17	3
Neutral	33	17
	40	76

Strongly disagree

52. MEN: Do you want to marry someone who wants children?

71	1. Yes
3	2. No
8	3. Don't care
13	4. Don't know

53. What do you feel is the present attitude of Tufts toward its women students, faculty, and staff?

M	F	
16	11	1. Actively concerned with improving women's status
45	47	2. Concerned but not active in improving women's status
24	26	3. Tolerant of the women here
1	2	4. Hostile toward women here
5	5	5. Other (specify) _____ _____.

54. Would you rather be taught by a male or a female professor?

M	F	
15	15	1. Male
5	4	2. Female
78	78	3. No preference

55. Do you find it easier to respect and admire a male or a female professor?

M	F	
10	12	1. Male
1	2	2. Female
84	81	3. No preference

56. Why did you answer #55 the way you did?

1. physical characteristics 2. class preparation 3. admire accomplishment 4. no diff

M	3	0	8	68
F	3	1	12	59

57. How many female professors have you had at Tufts? _____

	M	F
1. 0	9	
2. 1-3	60	40
3. 4-8	27	48

How helpful has your faculty advisor been in the following areas?

58. College plans	Very helpful	M 10 / F 14	26 / 18	30 / 34	Not at all helpful	34 / 31	Never asked
59. Grad school plans	Very helpful	M 7 / F 5	14 / 9	20 / 19	Not at all helpful	55 / 65	Never asked
60. Choosing a major	Very helpful	M 9 / F 8	10 / 6	28 / 29	Not at all helpful	50 / 52	Never asked
61. Other (specify)	Very helpful	M 6 / F 8	8 / 8	15 / 8	Not at all helpful	65 / 70	Never asked

62. Would the type of advice your advisor gave you be different if you were of the opposite sex?

	M	F
1. Yes	8	6
2. NO	40	52
3. DONT KNOW	26	18

How helpful did you find the counseling service (if you have used it) in the following areas?

63. College plans — Very helpful (M 4 1 . 5 7 8 7 Not at all helpful) — 81 81 Never asked

64. Choosing a major — Very helpful (M 3 1 . 4 1 8 5 Not at all helpful) — 85 89 Never asked

65. Grad school plans — Very helpful (M 5 1 . 5 2 5 7 Not at all helpful) — 81 83 Never asked

If you have made use of the Tufts job placement office, did you find the counselor helpful in the following areas?

66. Grad school plans — Very helpful (M 2 1 . 2 2 2 2 Not at all helpful) — 92 91 Never asked

67. Job placement — Very helpful (M 7 3 . 6 7 3 4 Not at all helpful) — 82 82 Never asked

68. Other (specify) — Very helpful (M 3 3 . 4 3 5 4 Not at all helpful) — 86 82 Never asked

THE FOLLOWING ARE HYPOTHETICAL SITUATIONS. MARK THE APPROPRIATE RESPONSE CORRESPONDING TO YOUR OPINION ON THE CONTINUUM LINE WITH AN "X".

69. A Tufts professor says women generally do not have the kind of mind suitable to a particular field.

Always happens (M 1 F 6) . Often (15 21) . Sometimes (41 45) . Seldom (37 31) Never happens

70. A Tufts professor says there are no career possibilities in a field a woman has expressed interest in.

Always happens (M 1 F 2) . Often (19 27) . Sometimes (33 51) . Seldom (44 20) Never happens

71. A Tufts professor takes the ideas of his/her female students less seriously than those of his/her male students.

Always happens (M 1 F 2) . Often (17 27) . Sometimes (33 41) . Seldom (44 24) Never happens

72. A Tufts professor acts familiar and flirts with female students.

		M	5		36		33		15	
Always happens		F	4	— .	48	.	29	.	19	Never happens
				Often		Sometimes		Seldom		

73. Do you know of any of these hypothetical situations ever actually happening? If so, which ones?

	1.	2.	3.	4.	5.
	69	70	71	72	NONE
M	2	3	4	35	45
F	6	3	8	43	29

74. Have any of the above situations happened to you? Which ones?

M	2	1	2	1	79
F	5	1	10	17	57

75. How have you been affected by the women's liberation movement?

M	F	
46	31	1. No effect
4	8	2. Hostility
22	39	3. raised consciousness with sympathy
9	9	4. raised consciousness with hostility to tactics

76. WOMEN ONLY: Do you belong to any women's groups (NOW, WoNAAC, Women's Center, consciousness-raising groups, etc.) ?

7 1. Yes (specify) _____
81 2. No

77. MEN ONLY: Do you belong to any men's groups (fraternities, consciousness-raising groups, etc.) ?

11 1. Yes (specify) _____
73 2. No

78. WOMEN: Have you used a private gynecologist?

50 1. Yes
38 2. No

79. WOMEN: If you have made use of the gynecological facilities here, how have you found them?

6 1. Completely adequate for your needs
8 2. Somewhat adequate for your needs
7 3. Inadequate for your needs
53 4. Never used the facilities